

[EXTERNAL] Critical Race Theory

sherrie chenault <sherrie.chenault@route4us.biz>

Tue 9/28/2021 7:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Important,

Please take a good look into the critical race theory. It teaches black children that they are victims and teaches white children that they are inherently racist. Is this something that we want to teach our children. Our country has come so far in a direction that has led to equal opportunity for all and this teaching undermines all of what we have done. Do not let our children carry this attitude imposed by the critical race theory into our future. Please decline the critical race theory as it will negatively impact our children.

[LIVE LIFE TO THE FULLEST](#) ,

[Sherrie Chenault <3](#)

(505)787-9173

[EXTERNAL] Social Studies Curriculum

Wade Frazee <wfrazee@portaleschools.com>

Wed 9/29/2021 8:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please DO NOT replace the current Social Studies curriculum with the proposed standards. The primary stakeholders (parents/guardians) haven't had time to go through them. The proposed standards are 129 pages long with extremely vague language. The average parent not only doesn't know about the proposed changes but would have a very hard time interpreting the language. The parents that I do know of who have looked at them are enraged about Critical Race Theory being pushed by the PED! Also, parents don't know how to make their voices heard on this topic. They don't have the advantage of the email that I'm responding to.

100% of the Social Studies teachers that I know along with administrators and school board members are totally against this being taught in our schools. The only people who want this change are a few elite, unelected personnel at the PED along with our governor who is totally out of touch with New Mexicans.

This is nothing more than a covert action aimed at indoctrinating our children with Critical Race Theory beginning in Kindergarten. And parents will be none the wiser that this has passed and that their children are being indoctrinated with Leftist ideology. When we, as educators, secretly teach children, and ideology that their parents don't approve of we are in essence abusing that child and running rampant over parental rights.

This effort will be publicly exposed!

Wade Frazee
Portales High School
Social Studies Teacher

FW: [EXTERNAL] Alamogordo Public Schools Petition re 6.29.11 NMAC, Social Studies

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Wed 9/29/2021 10:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

 2 attachments (2 MB)

Alamogordo Public Schools BOE Petition re 6.29.11 NM Social Studies.pdf; ATT00001.htm;

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Wednesday, September 29, 2021 10:33 AM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: Fwd: [EXTERNAL] Alamogordo Public Schools Petition re 6.29.11 NMAC, Social Studies

FYI

Sent from my iPhone

Begin forwarded message:

From: "Kenneth Moore" <kenneth.moore@alamogordoschools.org>

To: "Sena, John, PED" <John.Sena@state.nm.us>

Cc: "Tagle, Colleen" <colleen.tagle@alamogordoschools.org>, "Judy Rabon" <judy.rabon@alamogordoschools.org>

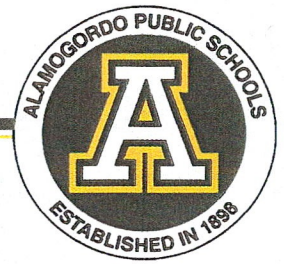
Subject: [EXTERNAL] Alamogordo Public Schools Petition re 6.29.11 NMAC, Social Studies

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr. Sena,

Please see the attached petition from Alamogordo Public Schools Board of Education for entry into the public comment file regarding the proposed repeal/replacement of 6.29.11 NMAC, Social Studies.

Kenneth R. Moore, Ed. D.
Superintendent
Alamogordo Public Schools
1211 Hawaii Ave.
Alamogordo NM 88310
Office: 575-812-6001
Cell: 575.520.5061



Board of Education
1211 Hawaii Ave.
Alamogordo, NM 88310

Office: (575) 812-6001
Fax: (575) 812-6003

Judy V. Rabon, President
Ryan Sherwood, Vice-President
Carol Teweleit, Secretary
Angela M. Cadwallader, Member
Anthony Torres, Member

Petition of the
Alamogordo Public School District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school boards, administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in

considerable stress and fatigue;

Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

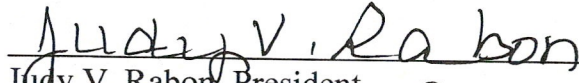
Whereas, the Alamogordo Public Schools District Board of Education (the“Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now, therefore, the Board, by approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.


Additionally, following the approval of the requested extension, the Board asks the NMPED to consider hosting a statewide work session in order to better understand the proposed changes and to adequately answer questions that chosen representatives from each school district may have.

Respectfully submitted on September 23, 2021,


Alamogordo Public Schools District Board of Education



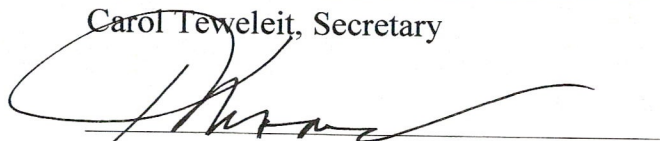
Judy V. Rabon, President



Ryan Sherwood, Vice President



Carol Teweleit, Secretary



Kenneth R. Moore, Superintendent

[EXTERNAL] Capitalism and self determination

Thomas Pascuzzi <drtom@goprivatemd.com>

Thu 9/30/2021 7:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Missed the section on the values of self determination, small government, and the virtues of capitalism.

This is exactly why we are moving out this state after 30yrs of paying outrageous taxes such as GRT, taking our college student out of UNM, our high school students out of APS and moving to Texas!

Bonus Point: the move saves 8% GRT on my businesses, that's been about a \$1 million I've paid in over 30yrs.

Sent from my iPhone

[EXTERNAL] Social Studies

Vera Sage <veraone137@gmail.com>

Thu 9/30/2021 8:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Teach the constitution and the REAL law. How about educating the children on their natural human rights? Quit spewing lies and propaganda. Teach them that public SERVANTS are NOT rulers, or even leaders. They are our employees and they are doing a HORRIBLE job and need to be removed from office. Fired👊. Permanently. Like 'lake of fire'- type fired. 😊

"Jacques Attali was an advisor to François Mitterrand (former President of France) and wrote this in 1981:

"In the future it will be a question of finding a way to reduce the population. We will start with the old man, because once he is over 60-65 years old, man lives longer than he produces and it costs society dearly.

Then the weak and then the useless who do not contribute anything to society because there will be more and more, and especially finally the stupid.

Euthanasia directed at these groups; euthanasia must be an essential instrument of our future societies, in all cases.

Of course, we will not be able to execute people or organize camps. We will get rid of them by making them believe that it is for their own good.

Too large a population, and for the most part unnecessary, is something economically too expensive. Socially, it is also much better for the human machine to stop abruptly rather than gradually deteriorate.

We won't be able to pass intelligence tests on millions and millions of people, you can imagine!

We will find something or cause it; a pandemic that targets certain people, a real economic crisis or not, a virus that will affect the old or the elderly, it does not matter, the weak and the fearful will succumb.

The stupid will believe it and ask to be treated. We will have taken care of having planned the treatment, a treatment that will be the solution.

The selection of idiots will therefore be done by itself: they will go to the slaughterhouse alone. "

This fragment is excerpted from his book "Brief History of the Future", published in France in 2006"

You should teach children how jet fuel can't melt steel beams and show them the videos from the public where no planes hit the towers, they just blew up like a bomb went off. Also show them how building #7 was reported on msm as having collapsed all while the building was still standing in the background at that moment. About 15 minutes after the propaganda broadcast, the building was blown up with a bomb.

The planned-demic will go down in history as the largest psy-op and hoax ever perpetrated on humanity. It worked so well that people injected themselves with a literal bioweapon. Antibody Dependant Enhancement caused by spike protein based coronavirus injections. ADE's - the new AIDS. Many will not survive an encounter with a wild coronavirus now, you know, like the common cold.

[EXTERNAL] feedback on social studies curriculum

Robert Wood <robwood@wwdb.org>

Thu 9/30/2021 10:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr Sena,

On a new social studies curriculum.

The establishment of some grand new curriculum that reflects the 109 year history of New Mexicans is a complete travesty in thinking. Making it in someway seem culturally relevant makes it a complete distortion of reality because of attempting to confine it to some simple minded time frame as if nothing existed before culturally. Before ever embarking on formalizing anything I suggest looking at Mexican history and the impact the Spanish had when they conquered what was at one time New Mexico by reviewing Carl Lawrence's "The Cross and the Sword". Without the relevance of that history the only culture relevance you would have is to the Native American history of our state which way predates it becoming a state.

I understand the desire to come up with some seemingly socially just curriculum but that is no different than attempting to make all of life fair.

Justice is defined as: Treatment without favoritism.

Social Justice is defined as: Treatment with favoritism.

Therefore, Social Justice is Unjust.

My suggestion is to base social studies on what is offered in the most credible history book ever written and studied to establish factual time frames and human behaviors, the "Bible". Social Studies is the study of how society behaved. Sure we all look better and smell better, but it is no different today than the thousands upon thousands of years of history contained within that book (actually 2 books, The Old Testament and The New Testament).

Sincerely,

Rob Wood
3427 Chimney Rock Rd
Las Cruces, 88011
575-635-0803

[EXTERNAL] Proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies.

Anastasia D Andersen <AAndersen@salud.unm.edu>

Thu 9/30/2021 10:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I highly support the repeal of 6.29.11 to be replaced with proposed 6.29.11 NMAC Social Studies.

[EXTERNAL] recommendations from a NM social studies teacher

Joy Thornhill <joyk17@gmail.com>

Thu 9/30/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have two recommendations the updating of the New Mexico Social Studies standards.

1. CREATE and PROVIDE more resources for teachers to actually deliver the NM S.S. standards.

The biggest impediment to teaching NM history for example, is there is only one book for K-12 and it is very outdated both factually and culturally -Marc Simmons' book.

Suggestions:

Use creative problem-solving to find and hire a local historian to create an updated culturally relevant NM history textbook.

Use the brain pool of NM teachers and hire them to create high quality content to teach the four strands. Place comprehensive content for each of the four strands: history, civics, geography, and economics on an open source website.

The biggest challenge to teaching the New Mexico social studies curriculum is the near ABSENCE OF RESOURCES to deliver our vast curriculum.

2. DO NOT ADD, BUT SUBSTITUTE/IMPROVE the standards already there. The four strands are already so voluminous it is unlikely all of them will ever be covered in a single school year by a single class. If updating the curriculum per se will occur, here are suggestions from a veteran of teaching the 4-8 NM SS curriculum:

Suggestions:

You will be defeating your own goal of getting new concepts taught if you simply add new standards.

Remove standards. Combine standards.

Do NOT just add more on.

The next biggest challenge to teaching the New Mexico social studies curriculum is that it is A MILE WIDE AND AN INCH THICK. There is already too much to teach well, and almost too much to teach at all.

Thank you for considering these recommendations

Joy Thornhill

Joyk17@gmail.com

[EXTERNAL] KEEP CRT OUT OF OUR SCHOOLS

Richard Hood <richie.hood@fnb4u.com>

Thu 9/30/2021 3:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please keep Critical Race Theory out of our schools. This liberal ideology and indoctrination has no place in the education system.



Richard D. Hood, Jr.

Ruidoso Market President

First National Bank

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Ruidoso, NM 88345

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NMLS# 479238

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[EXTERNAL] Public Comment Social Studies Curriculum

Maggie McConville <indigoheat99@gmail.com>

Thu 9/30/2021 3:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I think the new standards look pretty reasonable.

My concerns are how assignments are designed to explore themes and concepts. For instance, in 8th grade (last year) my daughter was asked to write a diary entry from the POV of Pocahontas.

I found this assignment a bit outdated, culturally insensitive and perhaps off-target when discussing colonial occupation and historical figures.

So, when we look at the 8th gear standards for:

Theme 1: Geography & Indigenous Peoples of North America

8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.

I have to wonder - will there still be an outdated diary entry or will the standards explore different assignments to build empathy??

For...

Theme 2: Age of Exploration and Exploitation

8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.

I wonder why we only focus on accomplishments??? And never bring up atrocities?

Christopher Columbus' is known for discovering the Americas but we ignore the abuse, enslavement and genocide of indigenous people by he and his brothers.

One thing Theodore Roosevelt is known for are his conservation efforts and setting aside roughly 200 million acres for national parks - but about 86 million acres were taken by removing indigenous people from tribal lands.

I am hopeful that these new standards will also include updated assignments/suggestions to build empathy and understanding and that we give more balanced representations for key historical figures

during lessons than we have in the past.

Thank you for all that you do,

Margaret McConville

[EXTERNAL] Repeal of 6.29.11 NMAC, Social Studies, and replacement with 6.29.11 NMAC, Social Studies

Mayson Rhodes <maysonrhodes@gmail.com>

Thu 9/30/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am the parent of two children enrolled in Las Cruces Public Schools. I would like to express my strong support of the contemplated action noted in the subject line of this email.

I believe that my children should learn history accurately, which includes the appropriate cultural, racial, and gender-based context in which that history occurred.

Thank you,

Mayson Rhodes
3804 Garnet St, Las Cruces, NM 88012
(575) 415-1571

--

Mayson A. Rhodes

Phone: (575) 415-1572

Email: maysonrhodes@gmail.com

Please excuse any errors in spelling, grammar or punctuation as I am emailing from my iPhone to facilitate timely communication.

[EXTERNAL] Changes in curriculum

Michelle Sandoval <mrsandoval67@gmail.com>

Thu 9/30/2021 6:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have read the proposed changes and believe these to be in the best interest of providing my children a well rounded and factual education basis. Arming my children with critical thinking skills is a well desired skill in becoming a responsible and inclusive adult.

Thank you for giving me the opportunity to comment please feel free to call me at the number below should you have any questions.

v/r

Michelle Sandoval

505-235-4534

[EXTERNAL] Equitable review of social studies curriculum

Ken Browning <kbrowning44@comcast.net>

Thu 9/30/2021 10:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening,

For the sake of continued success and advancement of our national identity and values, I strongly recommend leaving out the exploratory and political nature of the proposed changes to the state of New Mexico social studies curriculum. The methods for research and opinion should be developed in higher education institutions and not steered by public schools that ALL taxpayers fund. Public school is in place to provide a baseline of information and understanding for ALL students and is NOT in place to sway their political beliefs or imply that our nation is in need of some kind of drastic change.

Thank you for taking a politically neutral approach to this curriculum.

Ken Browning

[EXTERNAL] Feedback

toni garcia <phantom00916@yahoo.com>

Fri 10/1/2021 6:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am not in support of the proposed changes to the social studies standards. My biggest concern is the constant pushing of "identities". As a parent, we taught our children that every human is made in God's image and has value because they are handcrafted by God. Every person. And they are to be treated as such. Our opinions about their choices do not matter when it comes to treating the person with respect.

As a parent, I do not appreciate the possible opening of topics related to various chosen identities, especially in the very young grades. It is my responsibility to breach those topics with my children when I feel it is time, not a well intentioned teacher's privilege. Similarly, as a teacher of young students, it is not my place to breach these topics with children before their parents or the children are ready. Furthermore, unless all viewpoints, biblical included, are welcome at the table for older kiddos, it is not a fair and unbiased discussion. It is nothing but indoctrination.

As both a parent and a teacher I stand firmly against the proposed changes. I appreciate your time and hearing my concerns.

Respectfully,
Toni Garcia

[Sent from Yahoo Mail for iPhone](#)

[EXTERNAL] Comments

Yesenia Rubio <yeseniarubio53@yahoo.com>

Fri 10/1/2021 8:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon, I believe it's time to change the whole thing about what is taught in school. With new technology and the world evolving, why learn about things that happened many centuries ago. Kids these days want to learn things that will help them survive when they get out into the real world. A lot of families are in poverty and that means that once kids hit 16 years old they need to find themselves jobs to help the family out economically. My point is why have kids go to school for 15 years to learn things that will not teach them how to survive in the real world. Kids should be taught basic things such as writing, reading, math, science, English, typing, computers, welding, farming, mechanics and cooking, these things are an everyday things that kids will use all through their lives. Kids these days are so bored of what is being taught that they give up and drop out of school to either be a bigger burden on families or find jobs at an early age to help their families. We just got to rethink how we must teach our children to keep them in school learning real things that are needed and not bored them to death. For example if you are happy doing your job that you chose, that means you will be great at your job because you love it. Same thing applies to learning. Let's make learning more enjoyable for kids to want to learn and stay in school. School should be cut at 16 years old so they can be able to grow up doing what they enjoy. I hope that you don't get me wrong, I'm a person who loves school and to learn, but I want to learn things that will help me out in the real world not things that happen several centuries ago that I won't be using it in real life. Let's get on the ball to help our kids stay in school to learn and enjoy it. I have seen too many kids bored, dropping out, getting a boring no good paying job and becoming parents at an early stage. A concern parent and substitute teacher that cares to keep her kids in school for their life skills to learn how to survive the real world. Hope somebody out there listens and really does something to help kids stay in school. I am tired of hearing kids say. "Why do I have to learn this if I'm not using in real life" it's just a waste of time going to school for so long. It's so sad but true.

Thank you

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] The proposed changes to PED social studies will increase divisiveness and widen the already biased outlook of our children. It is important that we narrow the gap between racial bias not widen it further.DJ Schenck MD

Deborah Schenck <rowdydoc@live.com>

Fri 10/1/2021 10:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

[EXTERNAL] Updated Social Studies Standard

Marc & Sally <smgriffin1236@gmail.com>

Fri 10/1/2021 10:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The 4 pillars of the social studies curriculum - civics, economics, history, geography, are critically important areas of study for all students. The proposed changes to the curriculum will require moving resources and time away from the core pillars. Perhaps more importantly, I believe the proposed changes are a response to the social political narrative and the pressures for change being applied to our institutions. The learning of different ethnicities and cultures are currently an integral part of history teaching. Furthermore, the proposed changes have an underlying theme that the United States is systemically racist. I don't believe this, as I believe most Americans, of all ethnicities, do not believe. I believe the vast majority of citizens believe this country is the most free and provides the most opportunities of any nation on Earth. And history and our current society reflects this. There are many reasons why many in this country fail to take advantage of the boundless opportunities and find themselves in despair, but the blame cannot be placed on a false narrative of the many forms of injustice. The United States truly is a melting pot of ethnicities and cultures accepting and appreciating one another's individual uniqueness. Our children's education is important. Let's not allow our educators to become distracted from their mission by an ideology movement which is destructive and unfair to society as a whole.

Respectfully,
Marc Griffin

Fw: [EXTERNAL] Critical Race Theory

Notification, Rule, PED <Rule.Notification@state.nm.us>

Fri 10/1/2021 11:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: CHARLIE AMEZQUITA <charliea450@aol.com>

Sent: Thursday, September 30, 2021 8:46 PM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] Critical Race Theory

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I Absolutely Oppose Critical Race Theory Being Indoctrinated Into My Children At Public Schools.

Fw: [EXTERNAL] Social Studies Curriculum

Notification, Rule, PED <Rule.Notification@state.nm.us>

Fri 10/1/2021 11:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Dominica Barabe <ds.felice01@gmail.com>

Sent: Thursday, September 30, 2021 8:07 PM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] Social Studies Curriculum

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I strongly support our children learning about our diverse and amazing history as Americans and especially New Mexicans- the good and the not so good. I love our state. I care for the people here.

I am wary of the current proposed changes because of how they are written, how they can be interpreted, and the resources that the PED has used to build up their framework of guidelines for our children.

For example, from the "Teaching Hard History" resource, it is noted as saying a K-2 child should learn that "freedom is being able to decide what your life should look like without outside interference."

What does this mean? What can it mean? It could mean very basically that we are in charge of our own destiny. Or it can be taught to our children that even parents have no place to "interfere" with what their life should look like. Whether this refers to their gender identity, faith beliefs, etc.

Simply put, I am wary about how some of the content can be understood and taught, especially in light of similar curriculum being implemented in other areas of the country. For example, in California their social studies curriculum was just recently written up to have the students learn about other indigenous groups. This includes however that the students chant songs and dance to Aztec gods as a "power up" while in class. I definitely don't agree with this and find it very offensive as this was a form of prayer for the Aztecs. A group of people known to be avid warriors who practiced human sacrifice and cannibalism on a massive scale.

How is COVID going to be interpreted? Are those that are unvaccinated going to be discriminated against or shamed? And how are the "struggles" of LGBTQ+ persons going to be taught? Is gender fluidity going to be promoted? Are our LGBTQ+ friends going to be put on the same level as our brothers and sisters who have been discriminated based on their ethnic background? Will the struggles of people of other faith backgrounds be addressed? For example, how Catholics were barred from living in certain colonial states and denied the privilege of participating in politics? (And perhaps even the reason why New Mexico didn't become a state for so long..due to it's large Hispanic Catholic population?)

There is much to ponder and discuss. In summary, I am wary of the curriculum being implemented and the very real possibility of a specific ideology being pushed on our children under the guise of "social studies."

If a decision does not bring joy, we are not on the right path.

Sincerely,

Dr. Dominica Barabé
Mother & Pediatric Physical Therapist

[EXTERNAL] American Culture

Peggy <HPL1949@protonmail.com>

Fri 10/1/2021 12:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Why do you keep trying to teach our children how different they are from the other kids sitting around them...and they should be kind to others who look different (gees)? We have an American culture with hundreds of subcultures, blended all together to make Americans unique from Swedes, Australians, Chinese, etc. Why does our educational system continue to try to divide Americans with its insane identity "politics", intersectionality, critical race theory, racial reconciliation, Chicano liberation, red power, etc.? We have a unique American culture/history/government/etc.; teach it and be proud of it instead of trying to destroy it.

New Mexico's education system continues to rank (and falling) in the bottom of all states. (And the U.S. ain't a shining example of great education either.) Maybe stop doing what you're doing and try something different? Teaching critical race theory and all the other garbage will only make us (New Mexico) move from 48th to 50th in 2021, if we're not already there. If you're not embarrassed about our educational system continuing to fail, then maybe most of you should find another occupation.

I don't have children in school any longer, but when I did, I was known to pull them from classes where the teacher should have been doing something besides teaching. "My way or an F," isn't teaching. I hope that administrators and teachers are being evaluated for teaching and not indoctrinating/propagandizing (CRT) and being held accountable for failing our kids.

Today, if I had school-aged kids, I'd be homeschooling, that's how failed I think our public school system is.

Critical race theory is a failed theory; it is not supported by data (real data, that is); it does not pull together any experimental results, providing any explanation of anything. I personally have lots of theories about lots of things, but I don't think they should be taught to our kids anymore than I think CRT should.

Each of you are welcome to go through life with race-colored glasses, if that's what you choose to do, but please give our children the chance to grow and develop with glasses of their own choosing.

Peggy Hoffer
155 Pena Blanca Loop
Las Cruces, NM

[EXTERNAL] Social Studies standards

Janice Snell <jsnell@bsin.k12.nm.us>

Fri 10/1/2021 1:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I was wondering if you are doing away with US Government? It is definitely not the same as Civics

--

Janice Snell
Social Studies Department Chair
Graduation Coordinator
Bloomfield High School
520 N. First Street
Bloomfield, NM 87413

[EXTERNAL] Comments on Proposed Social Studies Standards

Bednarz, Sarah W <s-bednarz@geos.tamu.edu>

Fri 10/1/2021 2:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (18 KB)

Comments regarding the proposed New Mexico Social Studies Standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

See attached document. Please let me know that you received these.

Thank you,

Sarah Bednarz

Sarah Witham Bednarz

Professor Emerita of Geography & Presidential Professor for Teaching Excellence

Fellow, American Association of Geographers

Department of Geography

Texas A&M University

2321 Via Granada Place NW

Albuquerque, New Mexico 87104

Email: s-bednarz@tamu.edu

Cell: 979/229-7247

Twitter: @sarahbednarz

Google Scholar:

<http://tinyurl.com/pw6eer4>

Comments regarding the proposed New Mexico Social Studies Standards

Prepared by Dr. Sarah Witham Bednarz, professor emerita of geography, Texas A&M University

2321 Via Granada Place NW
Albuquerque, NM 87104

I have expertise in geography education and have reviewed the geography component of the proposed New Mexico social studies standards. Here are my observations, questions, and suggestions.

- 1.21 In the document the expression “man-made” appears. Could that be better expressed as human made? Also, 1.21 is not directly related to the theme of Location, Place, and Region since it is really focused on human-environment interaction. Would this be better as “how people and societies modify the environment to create places to meet their needs.”
- In general, Theme 13 is missing some key components throughout the standards. Interaction is best explained to young learners by its component parts, i.e., humans **depend** upon the environment, they **modify** the environment, and they **adapt** to the environment.
- 2.24 *Generate a definition for your region of the US by identifying unique features.* The use of verbs should be consistent across standards and be clearly measurable or observable for assessment purposes. Generate is amorphous. “Define the unique human and physical characteristics of the place you live.” might be more age-appropriate.
- 2.26 *Describe ways in which individuals and groups use or save natural resources.* Would it be clearer to phrase this as **use and conserve** instead of *use or save*?
- 3.11 *Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders.* The second part, after and, is ambiguous. People carry with them their culture when they move. Migration has political, economic and cultural effects. Maybe better to ask about the effects of migration? Just stop after people? There really are no borders to regions per se so it is not accurate to ask about something spreading beyond its border.
- 4.11 *Describe the different groups of people (Indigenous and explorers/pioneers) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.* First, is there one New Mexico culture? Should culture be plural throughout the document? Second, I suggest instead of “effects” frame it as “...and describe their contributions to New Mexico cultures.”
- 4.23 *Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs.* This needs wordsmithing; geographic factors do not have basic needs. And “explore” is not a measurable verb. Better to say, “Explain (or describe) the geographic factors, including natural resources, that influence the locations of settlements.” The teacher will make the point that people need resources to live and settle where those resources exist (humans **depend** on the environment).
- 5.27 May I suggest that learning state capitals is a giant waste of time? How about the locations of major cities in North America (to include Canada and Mexico).
- 5.28 *Examine how the physical environment influences human population distribution and land use.* Again, need a measurable verb, e.g., explain or describe. And it is important to be careful about environmental determinism, the tendency to say that geography is destiny. This is ok, using the term *influences*.
- 6.19 *Identify how natural forces shape Earth’s environments and regions.* I believe this is the first time physical geography is introduced explicitly. Might I suggest you add the term “climate” to regions

so it is clear students should be familiar with the forces that influence climate, e.g., elevation, relation to large water bodies and/or mountains, latitude, etc.

- 6.25 *Compare environmental and geographic attributes of locations of the earliest human settlements.* Characteristics is a more neutral term than “attributes” which people tend to think of as positives.
- 6.29 *Describe how the people impact the local environment.* This is a terrific opportunity to review human-environment interaction using the ideas of dependence, adaptation, and modification. It might even be clearer to use the term modify, e.g., “...how people modify the local environment.” Or, “...how people depend on, adapt to, and modify...” And probably best just to say “how people..” and not say “the” people. Or to acknowledge how different people impact the environment in different ways, “Describe how different peoples....”
- 6.49 *Use maps to represent the movement of key religions and philosophies over time.* May I suggest this would be clearer changing the verb from “represent” to “show” or “trace” or even “describe.” It might read, “Describe the movement of key religions and philosophies over time using maps and other graphic representations.”
- 6.50 *Compare the transportation innovations made to travel over challenging routes and establish trade routes.* This needs wordsmithing for clarity. Perhaps, “Describe how innovations in transportation technologies affected trade and the movements of people
- 7.24 Describe how environmental events affect human activities and resources.
-

FW: [EXTERNAL] Social Studies Implementation Delay Petition

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Fri 10/1/2021 3:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (51 KB)

Social Studies Standards Petition for Extended Public Comment.pdf;

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Friday, October 01, 2021 3:36 PM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: [EXTERNAL] Social Studies Implementation Delay Petition

FYI

From: Gerry Washburn <gerry.washburn@carlsbadschools.net>

Sent: Friday, October 01, 2021 2:33 PM

To: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Shoup David <dshoup@ciconstructors.com>; David Shoup <david.shoup@carlsbadschools.net>; Ron Singleton <ron.singleton@carlsbadschools.net>; Simon Rubio <simon.rubio@carlsbadschools.net>; Chacon, Robbie <robbie.chacon@hubinternational.com>; Robbie Chacon <robbie.chacon@carlsbadschools.net>; David Lewis <david.lewis@carlsbadschools.net>; Cindy Romero <cindy.romero@carlsbadschools.net>; Shan, LeVern <lavern.shan@carlsbadschools.net>; Spencer, Eric <eric.spencer@carlsbadschools.net>; Allison Hervol <allison.hervol@carlsbadschools.net>

Subject: [EXTERNAL] Social Studies Implementation Delay Petition

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Secretary Steinhaus,

Carlsbad Municipal Schools Board of Education approved a resolution today petitioning the Department to delay the implementation process for Social Studies Standards. The petition is attached to this email.

Carlsbad Municipal Schools is committed to the delivery of a guaranteed and viable curriculum in all subject areas. This year's rollout of new comprehensive Social Studies Standards has resulted in concerns within our community about the intentions, thoughts and work that may be embedded in the new Social Studies Standards.

Carlsbad and all New Mexico school districts are just making a return to in-person learning. This return has come with many mandates that have added to the educational challenges before us. We join a number of districts throughout the state in asking for time for our communities to heal and focus on educating children. As the Secretary of Education you have sought to understand and appreciate what is happening outside of Santa Fe and our District appreciates the effort you have put into that learning.

We are asking that rather than rush to implement a new set of social studies standards, that the NMPED pause the implementation of these standards. This will give all districts more time to focus on learning

gaps and allow all of us to focus more time on healing the social, emotional issues students and staff are experiencing.

In joining with other school districts from across the state in asking for a revision, delay or suspension of the timeline we are also asking for timely action on this request. We believe it is the right thing to do for Carlsbad and districts across the state. Delaying the Social Studies Standards timeline process for at least a year would allow us to focus on education and the health of students, which is what is most needed now.

Respectfully,
Gerry C. Washburn
Superintendent

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Petition of the
Carlsbad Municipal School District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (PED) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards for social studies that are taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous COVID 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the COVID 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

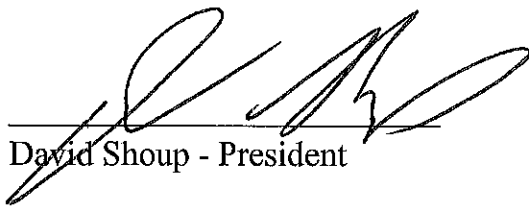
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Carlsbad Municipal School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public an evaluation period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Carlsbad Municipal School District Board of Education



David Shoup - President

[EXTERNAL] Curriculum Rule Changes

Roxanne Darling <roxannedarling@gmail.com>

Fri 10/1/2021 3:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I read the article in the Santa Fe New Mexican today and looked briefly at your website - found in the comments!

Thank you for these updates, which I support. No one has a perfect family nor a perfect history but we can only improve if we study the whole stories form the past and strive to create a more fair and mutually respectful community.

Thank you,

Roxanne

—

Roxanne Darling
40 Kachina Rd
Santa Fe, NM 87508

[EXTERNAL] Social Studies Curriculum

Rebekah Manning <rmanning621@gmail.com>

Fri 10/1/2021 4:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hi,

I am a parent of an almost 4 year old little boy. We live in Albuquerque, and he will attend school in the district. I was thrilled to hear that the state of New Mexico had updated the social studies curriculum, and I am even more thrilled after reading more about it to see that a more culturally aware and equity based curriculum is going to be taught. Both my husband and I graduated from New Mexico public schools and our experiences with social studies in particular ranged from passably culturally sensitive, to terribly racist and xenophobic. I'm pleased to see that teachers have examined this, found it to be lacking, and done something to fix it. Please send my thanks to those 60 teachers who made this happen.

Regards,
Rebekah Manning

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

Gabriele C. Heinz <gabrieleheinz10@gmail.com>

Fri 10/1/2021 4:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

Name: Gabriele & Erwin Heinz

County: Colfax and Valencia

[EXTERNAL] Regarding "PED accepting comments on updated social studies standards"

Jorge Esguerra <jorge.esguerra@oscillation.us>

Fri 10/1/2021 7:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon:

I would like to comment on the proposed Social Studies Standards, and this except from the KRQE article related to it:

(From <https://www.krqe.com/news/education/pushback-over-proposed-social-studies-curriculum/>)

"The state wants to add Ethnic, Cultural and Identity Studies as well as an inquiry component where students can take what they've learned and look deeper into it. The department said the new components will help students learn about the state's diverse backgrounds and develop a higher level of thinking. "

If these "ethnic, cultural and identity studies" are consistent with the "social justice" topics (i.e. the hypersensitive and "woke" trends) which have overrun universities, corporations, social media and the like, I respectfully disagree that they are a pathway to a "higher level of thinking."

As is demonstrated daily, there is very little constructive debate or thought surrounding ethnic, cultural or any other "identity." At the national level, the message is dominated by the loudest, most obnoxious, most power-hungry self-promoting fanatics from the media and political classes. And unfortunately that message flows down to the community level via strongly asymmetric political preferences of educators and education organizations.

The irony is that "finding yourself" used to be an educational, personal and fulfilling experience undertaken by someone ready to take that journey. I claim that it is a valuable experience and an independent pursuit. These days people are bombarded with repetitive, narrow portraits of who and what they are-- or maybe who and what they are expected to be in the case of very young people.

If you could guarantee that the vast majority of teachers teaching social studies could be coldly objective and could refrain from pushing their personal ideologies in class, I would have no issues with the change in the curriculum. If the students were adults, and had some choice on whether or not the class was worth paying for or attending, I would have no issues with the change in the curriculum. If the students were smart enough and confident enough to be skeptical when it mattered, I would have no change issues with the curriculum. But the reality is that we are talking about a captive audience of children, and education professionals lean overwhelmingly to one side of the (simplified) political spectrum-- maybe influenced by their own unique experiences.

And unfortunately there is overwhelming evidence that schools have **not** been objective and apolitical when teaching impressionable children. Especially in recent years.

So no, I do not recommend injecting even more subjectivity into education. It cheats students of the opportunities to discover themselves and their own histories through their own unique experiences and

exploration, and instead seeds their minds with an abbreviated, generic curriculum has been created by the few (likely) politically homogenous educators who will have assembled it.

In a sentence: You're offering Cliff's Notes for select students' ethnic, cultural and other identities--depriving them of the opportunities to ask their own questions and struggle for their own answers.

Respectfully,

-jorge.

[EXTERNAL] Concerned student

Isaac Barela <barela_i@icloud.com>

Fri 10/1/2021 8:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a graduate from NM public schools who went on to pursue a Degree in Political Science from CU Boulder, I am appalled. I was also a previous intern for the Lujan Grisham administration during her time as a representative. The new standards for which student civics is held to is disgusting. Critical race theory is racist and my children will not attend ANY institution that teaches such. They will receive a private education proceeding forward. What a disgrace this administration is to think that the indoctrination of children is socially acceptable. Shame on the Governor for her support of radical liberalism and college level indoctrination tactics.

It is called Critical Race Theory for a reason, because it takes a certain level of critical thinking to comprehend it. That is present in College and not in elementary school.

Sent from my iPhone

[EXTERNAL] Curriculum Changes

Jamie Berry <jamieberry@mac.com>

Sat 10/2/2021 7:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello.

I'm sending this in regard to the proposed curriculum changes being presented by NM PED.

This is clearly a thinly veiled attempt to introduce Critical Theory (race, gender, sexuality, political theory) into our schools, at every level, statewide. It's troubling, and it is further troubling that there is no indication of where the curriculum originated. The answer is a resounding, 'No!'. This has no place in K-12 education, and it is of dubious value even beyond that.

It is absurd to suggest taking our students further away from basic skills in a state where more than half of our kids can't read or do math at level. This proposal does nothing to nurture academic excellence or improvement. We can do better for our kids, and we will continue to reject proposals of this nature.

Sincerely,

Jamie Berry

[EXTERNAL] Feedback on Social Studies Curriculum

Aubrey Montoya-Nodine <aubreymontoyanodine@gmail.com>

Sat 10/2/2021 10:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a parent with 2 children attending APS, i actively agree with the proposed changes. I also would like to see diverse perspectives on history and think it's important to include the valuable and immense contributors of our American history including indigenous people and LGBTQ people. I would ask that you disregard those who politically oppose these changes and incorrectly label "critical race theory" as propaganda. Teaching our children a full, accurate and updated history will only benefit them and better prepare them for college, and to be informed citizens. As a voter, taxpayer and parent I fully support any rule changes that give these students a better education and the most resources possible.

Thank you, and I hope you consider my comment.

Aubrey Montoya-Nodine
aubreymontoyanodine@gmail.com

[EXTERNAL] Social Studiea changes

Elizabeth Hoffman <elizabethhoffman01@yahoo.com>

Sat 10/2/2021 12:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Do NOT include critical race theory in our schools. It's divisive and false. I don't not want my children learning this garbage

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

Cheryl Van Gilst <cherferg62@msn.com>

Sat 10/2/2021 2:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.
I do not want Critical Race Theory to be taught in any School in New

Mexico

Name:
County:

Thank you.

Cheryl Van Gilst

[EXT] I Say No to Critical Race Theory being Taught in NM School - FeedBack, Rule, PED

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

RONALD NESS <rnln65@msn.com>

Sat 10/2/2021 5:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

Name: R Ness

County:

Valencia

Sent from my iPhone

[EXTERNAL] Re: Fwd:

Rory Rank <rlrank@nmsu.edu>

Sun 10/3/2021 10:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached is a response to revision history and disregarding the truth. Another book you should read is by Mary Grabar, 76 , Debunking The 1619 Project, Exposing the Plan to Divide America. Further, read Dr MLK Jr Powerful Letter from Birmingham Jail (1963) and Dr MLK JR dream speech (no truth ,no justice) Dr MLK Jr said : I have a dream that my four little children will one day live in a Nation where they will not be judged by the color of their skin but by content of their CHARACTER. I have a dream today! Read book- King Rules by Alveda King. Darkness cannot drive out darkness only light can do that. Hate cannot drive out hate: only love can do that. Jesus Christ is the truth and light. God bless Rory Rank

From: Rory Rank <mr.rory.rank@gmail.com>

Sent: Wednesday, September 15, 2021 5:50 PM

To: Rory Rank <rlrank@nmsu.edu>

Subject: Fwd:

WARNING: This email originated external to the NMSU email system. Do not click on links or open attachments unless you are sure the content is safe.

Sent from my iPhone

Begin forwarded message:

From: Rory Rank <mr.rory.rank@gmail.com>

Date: September 14, 2021 at 1:36:32 PM MDT

To: Rory Rank <rlrank@nmsu.edu>

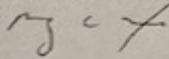
CRT a Misnomer

Since 1945, America has been the anti-racist nation (book by Kathleen Brush). The Critical Control Theory is a model by Saul Alinsky as how to create a socialist state (a book the Road to Serfdom by F.A. Hayek). The Critical Control Theory is about obtaining POWER-POLITICS-PREFERENCES versus the Critical Freedom theory of Principles and People (we are endowed by our creator with certain unalienable rights that among these are life, liberty, and pursuit of happiness - these are self-evident truths that all men and women are created equal). CRT and the Critical Control Theory is about Condemnation, Conformity, Cancellation, Captive, Collectivism, Cheating, Coercion, Centralization, Chains, Censorship, Categorical Imperative, Cancel Culture, Corruption, Confusion, Chaos, Conflict, Complaining, Confiscation and no Character. Read the Books by Shelby Steele -Shame, The Content of Our Character, and White Guilt. Also read the books, Blackout by Candace Owens, Red, White and Black by Robert I. Woodson SR, 1620-a response to the 1619 project by Peter W. Wood, the Hate Crime Hoax by Wilfred Reilley the War on Cops by Heather Mac Donald, and American Marxism by Mark R. Levin.

Critical Control Theory-How to create a socialistic state by Saul Alinsky is based upon tyrannical control before one can obtain a socialist state. The first and maybe the most important are:

1. Health Care-control healthcare (COVID 19 was used to control people and dismantle civil liberties)
2. Poverty-increase poverty to control the poor to make it easier to control the voting for entitlements.
3. Debt-increase the debt to an unsustainable level that way create dependance and more control.
4. Gun Control. Take away the second amendment, so law abiding citizens are disarmed and punished and controlled by a police state.
5. Welfare- allows control of every aspect of life (food, housing, income, travel and freedom)
6. Education -CRT is state-sponsored racist, divisive, violates the Civil Rights Act, and Constitution. CRT teaches young Americans to hate their past, present and fear the future by ordering students to hate—as Hillary said irredeemable and deplorable. CRT affects the integrity of education through misinformation, disinformation and deception. State control education will produce falsehood and lies, while real education produces grace and truth. By controlling education, the state will control the indoctrination and false narrative of history.
7. Religion -control 1st amendment by outlawing God, CRT hates God and wants to dismantle the family and make the State God. The state wants a Godless society and remove the free exercise of faith and belief in freedom of conscience.
8. Military - Control the social engineering with CRT, destroying the morale and mission (Duty, Honor, Country)
9. Property -the taking, redistribution and control of your property by the state. No rights for Farmers, Ranchers, and private homeowners. The state takes /steal your guns so no private defense of person, family, and property.
10. Class warfare -divide and conquer by control over population with taxing -working for state gain.

In conclusion, read the book by Richard Bookhiser: Give me liberty, a history of American's exceptional ideal! Individual liberty requires individual responsibility with God over Conscience
God bless Rory L Rank



Sent from my iPhone

[EXTERNAL] Social studies curriculum revision

Ashley Padilla <ashleypadilla88@gmail.com>

Sun 10/3/2021 1:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

I am writing as a public commenter and parent of young children. I am opposed to the changes in the social studies curriculum. I do not believe that it is beneficial to the children or their families. Social identity is not something that should be taught in the public school setting. Children should not be subject to certain beliefs and ways of society and self identity through the school system. Religion should not be taught in the public school system either. If bibles are not allowed at school and God is not allowed, then teachings of Christianity, Muslim and Jews should be prohibited for instruction in the classroom. Diversity and inclusion will be learned through life experiences and does not need to be taught at the expense of trying to sway our children to conform to society and socialist beliefs. I will not allow my children to be subject to this new standard of teaching such as this new revised social studies. It takes away from important historical events and replaces them with self identity, diversity and social groups. Nothing good will come from changing the curriculum, other than support all of the democratic party to support their socialism.

Ashley Padilla

[EXTERNAL] Public input to revision of social studies curriculum: LGBTQ history

Douglas Price <dpricefam@gmail.com>

Sun 10/3/2021 2:01 PM

To: Robinson, Judy, PED <Judy.Robinson@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Ms. Robinson,

Approximately 4.3% of adults in the U.S. identify as lesbian, gay, bisexual, transgender or queer (LGBTQ).

[LGBTQ Family Fact Sheet \(census.gov\)](https://www.census.gov/data/2018/2018-08-01/tables/2018-08-01-lgbtq-family-fact-sheet.html)

Given the insignificance of the LGBTQ movement in American history, its inclusion in the proposed revision of the social studies curriculum appears to represent the activism of very small minority. Given the abundance of highly significant information necessary for an understanding of American history and the very limited amount of time in school, this topic should have no place in required studies.

Sincerely,

Douglas W. Price

[EXTERNAL] CRT in Public Schools

Lisa Cook <loadnlisacook@gmail.com>

Sun 10/3/2021 4:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir/Madam

Please let me express my opinion against CRT training in our public. The attached letter from the Holland Sentinel expresses my opinion.

<https://www.hollandsentinel.com/story/opinion/letters/2021/08/14/letter-critical-race-theory-disgrace/8124819002/>

Sent from my iPhone

[EXTERNAL] Anti CRT Teaching/Training

Lisa Cook <loadnlisacook@gmail.com>

Sun 10/3/2021 4:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

CRT is American Marxism; it pushes resentment, blame, guilt, fear, silence (as in censorship), and compliance. It is a disgrace — don't buy it.

[https://gcc02.safelinks.protection.outlook.com/?](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hollandsentinel.com%2Fstory%2Fopinion%2Fletters%2F2021%2F08%2F14%2Fletter-critical-race-theory-disgrace%2F8124819002%2F&data=04%7C01%7Crule.feedback%40state.nm.us%7Ca7e69e8d6d59450d35e208d986bce6d9%7C04aa6bf4d436426bfa404b7a70e60ff%7C0%7C0%7C637688968152470676%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ij1haWwiLCJXVCi6Mn0%3D%7C2000&sdata=v%2F%2F7%2Fq9mpMxm8kw1j5KqBZKDZvliwj3OFb809abWsqE%3D&reserved=0)

[url=https%3A%2F%2Fwww.hollandsentinel.com%2Fstory%2Fopinion%2Fletters%2F2021%2F08%2F14%2Fletter-critical-race-theory-disgrace%2F8124819002%2F&data=04%7C01%7Crule.feedback%40state.nm.us%7Ca7e69e8d6d59450d35e208d986bce6d9%7C04aa6bf4d436426bfa404b7a70e60ff%7C0%7C0%7C637688968152470676%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ij1haWwiLCJXVCi6Mn0%3D%7C2000&sdata=v%2F%2F7%2Fq9mpMxm8kw1j5KqBZKDZvliwj3OFb809abWsqE%3D&reserved=0](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hollandsentinel.com%2Fstory%2Fopinion%2Fletters%2F2021%2F08%2F14%2Fletter-critical-race-theory-disgrace%2F8124819002%2F&data=04%7C01%7Crule.feedback%40state.nm.us%7Ca7e69e8d6d59450d35e208d986bce6d9%7C04aa6bf4d436426bfa404b7a70e60ff%7C0%7C0%7C637688968152470676%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ij1haWwiLCJXVCi6Mn0%3D%7C2000&sdata=v%2F%2F7%2Fq9mpMxm8kw1j5KqBZKDZvliwj3OFb809abWsqE%3D&reserved=0)

Sent from my iPhone

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

Lauri Reed <LJREEDNM@msn.com>

Sun 10/3/2021 6:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

Name:Lauri Reed

County: Valencia

Sent from my Verizon, Samsung Galaxy smartphone

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[EXTERNAL] Comment on Social Studies proposed changes

Dominica Barabe <ds.felice01@gmail.com>

Sun 10/3/2021 6:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attn: John Sena and Whom It May Concern,

I strongly support our children learning about our diverse and amazing history as Americans and especially New Mexicans- the good and the not so good. I love our state. I care for the people here.

I am wary of the current proposed changes because of how they are written, how they can be interpreted, and the resources that the PED has used to build up their framework of guidelines for our children.

For example, from the "Teaching Hard History" resource, it is noted as saying a K-2 child should learn that "freedom is being able to decide what your life should look like without outside interference."

What does this mean? What can it mean? It could mean very basically that we are in charge of our own destiny. Or it can be taught to our children that even parents have no place to "interfere" with what their life should look like. Whether this refers to their gender identity, faith beliefs, etc.

What do I believe our children should be taught in relation to Freedom? That freedom is the ability to act as one ought to or should. Our children need to understand that freedom is precious and comes with a responsibility to do what's right.

Again, I am wary about how some of the content can be understood and taught, especially in light of similar curriculum being implemented in other areas of the country. For example, in California their social studies curriculum was just recently written up to have the students learn about other indigenous groups. This includes however that the students chant songs and dance to Aztec gods as a "power up" while in class. I definitely don't agree with this and find it very offensive as this was a form of prayer for the Aztecs. A group of people known to be avid warriors who practiced human sacrifice and cannibalism on a massive scale.

How is COVID going to be interpreted? Are those that are unvaccinated going to be discriminated against or shamed? And how are the "struggles" of LGBTQ+ persons going to be taught? Is gender fluidity going to be promoted? Are our children going to be taught to deconstruct their identity and reconstruct them according to a specific ideology? Are our LGBTQ+ friends going to be put on the same level as our brothers and sisters who have been discriminated based on their ethnic background? Will the struggles of people of other faith backgrounds be addressed? For example, how Catholics were barred from living in certain colonial states and denied the privilege of participating in politics? (And perhaps even the reason why New Mexico didn't become a state for so long..due to it's large Hispanic Catholic population?)

There is much to ponder and discuss. In summary, I am wary of the curriculum being implemented and the very real possibility of a specific ideology being pushed on our children under the guise of "social studies."

If a decision does not bring joy, we are not on the right path.

Sincerely,

Dr. Dominica Barabé

[EXT] I Say No to Critical Race Theory being Taught in NM
School - FeedBack, Rule, PED

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

Diane Watts <dwattsnm@gmail.com>

Sun 10/3/2021 8:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.
I do not want Critical Race Theory to be taught in any School in New Mexico

Name:
County:

Sent from my iPhone

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

Wreatha Sturgill <wisturgill@yahoo.com>

Mon 10/4/2021 12:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards. I do not want Critical Race Theory to be taught in any School in New Mexico.

I taught high school for 30 years and Critical Race Theory by any name is blatant and pernicious racism. It is wrong morally, historically, and (despite it's name) critically. The color of our skin does not determine our abilities, our willingness to learn, or the way we treat others. This terrible racist nonsense perverts what people like Dr. Martin Luther King fought for. He believed in judging people not by the color of their skin but by the content of their character. Every child taught this will be injured by it. Don't just allow the radical racist mob to force this on the children and families of our state.

Sincerely,

Wreatha Sturgill

[EXT] I Say No to Critical Race Theory being Taught in NM
School - FeedBack, Rule, PED

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

judyvernon.jv@gmail.com <judyvernon.jv@gmail.com>

Mon 10/4/2021 7:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.
I do not want Critical Race Theory to be taught in any School in New Mexico

Name:
County:

Sent from my iPhone

[EXTERNAL] Letter CRT to PED

Chris Jones <cjones@aztecmechanical.com>

Mon 10/4/2021 10:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Nansi Martin <nmartin@aztecmechanical.com>; Rich Apodaca <rapodaca@aztecmechanical.com>; Celissa Apodaca <capodaca@aztecmechanical.com>

 1 attachments (102 KB)

Critical Race Theory Letter to PED.PDF;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

CRT comments. Thanks

Excellence in Design/Build for 43 Years!

Chris Jones, Vice President
AZTEC MECHANICAL, INC.
(505) 884-2770 office
(505) 881-0252 fax
www.aztecmechanical.com

AZTEC MECHANICAL, INC.
MECHANICAL DESIGN/BUILD

2509 COMANCHE NE
ALBUQUERQUE, NM 87107
PHONE: 505-884-2770
FAX: 505-881-0252
E-MAIL: CJONES@AZTECMECHANICAL.COM

OCTOBER 4, 2021

ATTN: JOHN SERNA, POLICY DIVISION

NEW MEXICO PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR AVENUE ROOM 121
SANTA FE, NEW MEXICO, 87501
FAX: 505-827-6520
PHONE: 505-570-7816

RE: UPDATING SOCIAL STUDIES STANDARDS WITH THE CRITICAL RACE THEORY

DEAR: MR. SERNA

THOSE IN FAVOR OF ADOPTING THE CRT (CRITICAL RACE THEORY) ARGUE THAT TEACHING STUDENTS ABOUT CRT IS AN IMPORTANT STEP IN CORRECTING THE INJUSTICES THAT THE BLACK COMMUNITY HAS ENDURED.

THE FIRST PROBLEM I SEE WITH THIS ARGUMENT; IT IS NOT THE PLACE OF THE PUBLIC SCHOOL SYSTEM TO CORRECT INJUSTICES. THAT IS THE JOB OF THE DEPT. OF JUSTICE, LAW ENFORCEMENT AND THE GOVERNMENT. EACH SCHOOL DEPARTMENT COULD END UP HAVING ITS OWN PERCEPTION OF ANY INJUSTICES PROVING MORE CHAOTIC THAN AN IMPORTANT STEP IN CORRECTING INJUSTICES. THE EMBRACING TEACHER WILL TEACH WITH THAT PREJUDICE, WHEREAS THE NON-EMBRACING TEACHER MAY NOT TEACH AT ALL AND ALL WITHIN THE SAME SCHOOL, AND NO, IT CANNOT BE CONTROLLED WITH A FIXED AGENDA.

RELIGIOUS ISSUES, SEX ISSUES AND RACIAL ISSUES ARE BEST ISSUES HANDLED BY PARENTS WITH THEIR CHILDREN, WHO HAVE THE RIGHT, DUTY AND RESPONSIBILITY TO DO SO. IT IS NOT THE RIGHT OF THE PUBLIC SCHOOL SYSTEM TO TEACH CRT, BECAUSE EACH FAMILY HAS ITS OWN SET OF VALUES WHETHER PERCEIVED RIGHT OF WRONG BY THOSE OUTSIDE OF THAT FAMILY.

NOW, AS TO THE CRT ITSELF; IT IS AN ACADEMIC DISCIPLINE, FORMED IN THE 1990'S, AND BUILT ON THE INTELLECTUAL FRAMEWORK OF IDENTITY-BASED MARXISM. FOR YEARS IT WAS RELEGATED TO OBSCURE ACADEMIC JOURNALS AND A FEW UNIVERSITIES. NOT SUCH A SOLID FOUNDATION IS IT? MARXISM HAS PROVED A FAILURE EVERYWHERE. IN THE PAST DECADES CRT HAS GAINED ACCEPTANCE IN SOME OF OUR PUBLIC INSTITUTIONS.

THE FRAMERS OF CRT ARE MASTERS OF LANGUAGE CONSTRUCTION AND HAVE COINED EUPHEMISMS SUCH AS "EQUITY," "SOCIAL JUSTICE," AND "DIVERSITY

EXCELLENCE IN MECHANICAL DESIGN-BUILD.

.....

October 4, 2021

Page 2

AND INCLUSION" INTO THIS THEORY, BUT NEVERTHELESS IT IS STILL AND ALL JUST A THEORY.

A DEEPER LOOK INTO CRT LEAVES ONE FEELING THE DOCTRINES ARE MORE DIVISIVE THAN CORRECTING, MORE DEMEANING THAN ENTREATING, AND MORE CONVICTING AND ACCUSATIVE THAN ENLIGHTENING AND REASONABLE. IN SHORT CRT WILL PRODUCE MORE HATRED, SUSPICION, ANGST, ANIMOSITY AND RAGE THAN IS WILL DO ANY GOOD.

FEW BLACK PARENTS WILL BE IN FAVOR OF HAVING THEIR CHILDREN TAUGHT THEY ARE VICTIMS AND EVEN FEWER WHITE PARENTS WILL BE IN FAVOR OF HAVING THEIR CHILDREN TAUGHT THEY ARE SUPREMACISTS AND OPPRESSORS. CRT EMPHASIZES THE DIFFERENCES MUCH LIKE THE PROPOSED BLACK ANTHEM, WHAT FOR? IT IS TO NO BENEFIT.

CRT IS REALLY A POLITICAL/RACIAL THEORY AND HAS NO PLACE IN OUR SCHOOL SYSTEMS. IT CAN ONLY LEAD TO MORE DIVISIONS WITHIN OUR RACIALLY HYPERSENSITIVE SOCIETY, AND WILL ULTIMATELY LEAD TO UNNECESSARY VIOLENCE, UNLESS STOPPED RIGHT HERE.

MUCH OF WHAT I HAVE MENTIONED ABOVE IS FROM IMPRIMIS A PUBLICATION OF HILLSDALE COLLEGE MARCH 2021 VOLUME 50 NUMBER 3. IT CAN BE READ ON HILLSDALE.EDU. <https://imprimis.hillsdale.edu/critical-race-theory-fight/>

RESPECTFULLY,

A handwritten signature in black ink, appearing to read "Chris Jones", with a stylized flourish extending to the right.

CHRIS JONES
VICE-PRESIDENT

[EXTERNAL] Critical Race Theory (CRT) courses proposed to be taught in NM public schools.

outlook_0D3611C5D5BE1075@outlook.com <ldrobertson705@gmail.com>

Mon 10/4/2021 4:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: John Sena, Policy Division, New Mexico Public Education Department

This subject material in CRT course details is not appropriate for instruction in K thru 12 grades and can cause harm to the students in their relationship with their peers. It is demonstrated that it causes more division between races and raises more conflicts between parents and teachers, declares that one group is an oppressor and the other is the oppressed. It is dividing multicultural families, communities, school boards and parents, states; and the country. The political influence within this "Theory Only, not fact" must stop creating hate between all these factions or we will have permanent damage to our civil liberties and eventually our Republic as we know it. Please don't let this go further as a course included in New Mexico public schools policy. We need to be teaching more love and brotherhood for police, ethnic groups, and each other rather than inciting differences and demeaning each other.

L. Dennis Robertson
920 Jubilee Blvd SW
Los Lunas, NM 87031

Sent from [Mail](#) for Windows



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[EXTERNAL] Social studies changes

Amanda Hall <bacahall1986@gmail.com>

Mon 10/4/2021 5:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

CRT should not be taught. Nobody with morals wants their children taught about LGBT.

[EXTERNAL] Artesia Petition

John Ross Null <jrnull@bulldogs.org>

Mon 10/4/2021 6:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>

📎 1 attachments (95 KB)

Artesia Board of Education Petition to Delay Social Studies Standards 9.23.2021.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

Please add the attached petition from the Artesia Board of Education to the public comments regarding the social studies standards.

Thank you very much.

J. R. Null, Superintendent

John Ross Null, Superintendent
Artesia Public Schools
301 Bulldog Boulevard
Artesia, NM 88210
575-308-3687
jrnull@bulldogs.org

“Superior Quality Education for All Students”

CHILDREN FIRST!! *City of Champions*

Petition of the
Artesia Public School District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

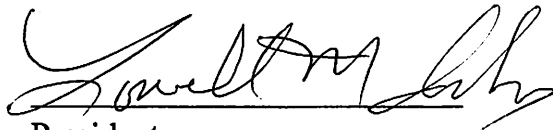
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Artesia Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Artesia Public School District Board of Education



President

[EXTERNAL] NM Social Studies Standards

Ashley Guerra <arcguerra21@hotmail.com>

Mon 10/4/2021 7:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

I am writing to inquire about the revised Social Studies standards. The Albuquerque Journal had an article entitled "Weigh in on social studies standards" dated 10/4/2021. In this article Wendi Miller Tomlinson states that "the revised standards, which the New Mexico Public Education Department posted on

its website on Sept. 2"

I have looked for these new standards on the PED website and cannot locate them. Can you please provide me with information on how to find them? I desire to be informed in order to provide feedback by the November 12th submission date. Thank you for your assistance with this request.

Sincerely,

Ashley Guerra

[EXTERNAL] MIG proposed changes yopublic school social studies curriculum

Patty Kotur <PAKotur@hotmail.com>

Mon 10/4/2021 7:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NO NO NO! Proposal riddled with CRT. Progressive democrates AKA communist/socialist are assaulting the fabric of America's belief that United We Stand and instead educating to divide - Divided We Fall. VOTE those decisive politicians out of office!

Sent from my Verizon, Samsung Galaxy smartphone
Get [Outlook for Android](#)

[EXTERNAL] New Mexico History

lerodconsulting@comcast.net <lerodconsulting@comcast.net>

Mon 10/4/2021 8:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 2 attachments (84 KB)

Don Diego DeVargas Oped.docx; Essays on New Mexico History.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am sending this as a source of information for the “Update” of Social Studies. The sources for the information, which I consider the origins of New Mexico history, are as follows:

Based on transcriptions and translations of the original manuscripts found in Archivo General de la Nación, México; Biblioteca Nacional de Mexico, Archivo Franciscano, Mexico; Spanish Archives of New Mexico, Santa Fe, New Mexico; Archivo General de las Indias, Guadalajara, Mexico; The Royal Academy of History at Madrid, Spain; General Archives of the Indies, Seville, Spain.

Pioneer Historians: Gaspar Perez Villagra, W. H. Prescott, Hurbert Howe Bancroft, Herbert Eugene Bolton, George P Hammond, Agapito Rey, Adolf Bandelier, Manuel Espinosa, Fray Angelico Chavez, John Kessell, Jerry R. Craddock, Gilberto Espinosa

[May the Divine Will of God be forever in our hearts.](#)

[Lorraine Rodriguez](#)

Governor Don Diego DeVargas in His Own Words

We owe a debt of gratitude to the many historians who have documented for posterity the history of our beloved Land of Enchantment. Historian, John L. Kessell, professor emeritus of history at the University of Mexico spent two decades compiling, translating and editing letters written by Governor Don Diego DeVargas from 1691 to 1704. The subjects of DeVargas' letters are both administrative and personal. With scholarly research assistance and multiple funding sources, the translations were completed under the Vargas Project and printed by the University of New Mexico Press from 1989 – 2002.

The DeVargas letters describe, in painful detail, his activities as Governor of New Mexico and his personal relationship with his families. From these scholarly translations, we follow DeVargas' life, joys, struggles and sufferings during his short life from 1643 to 1704. He was 61 year old when he died in New Mexico, a land which he described as "remote beyond compare." One historian states that DeVargas was buried under the altar in the San Miguel Mission Chapel. Another historian states that DeVargas was buried in the chapel within the complex of the Palace of the Governors. Either way, DeVargas was buried in Santa Fe.

DeVargas was 45 years old when he was named Governor for the Province of New Mexico. Having paid for the honor of being named Governor, DeVargas was named to the position in 1688, but didn't actually take the reins of government until 1691. Under the conditions of his contract with the Council of the Indies, DeVargas was to personally fund the re-entry and resettlement in their entirety. Much of his money was earned from the mines in Zacatecas, Mexico, along with loans which were made to him through connections which he and his family had with wealthy and powerful people.

Recovery of the Northern Province was the primary goal of the Spanish Crown and the Viceroy in Mexico. Being a descendant of honorable soldiers, who served the Crown of Spain and were rewarded with the prestigious honor of the Order of Santiago, DeVargas too was a soldier. DeVargas had proven himself time and time again on the battlefields of Spain and New Spain. It was natural to him, first and foremost, to recover the lost province to the North which was lost during the Pueblo Revolt of 1680.

The Pueblo Revolt of 1680 was led by Pope who successfully commandeered the Pueblo Indians to drive the Spanish from the land and to destroy every trace of their culture and their religion. Approximately 400 Spanish, men, women and children were killed, 21 Franciscan Friars were martyred, homes were burned along with the Mission Churches, Church goods were seized, the altars were desecrated, and the Indians dressed themselves with the vestments of the priests to further mock the Catholic Faith. Pope, who became the titular head of the Pueblos, told his people to bathe in the river to rid themselves of the waters of Baptism.

Ralph Emerson Twitchell, Esq. vice-president New Mexico Historical Society in his *Leading Facts of New Mexico History*, published in 1911, writes that:

"Pope said that one day, while down in the kiva of Taos, there appeared unto him three figures of Indians who were always present there. They were named Caidit, Tilim, and Tlesime, who

sent forth fire from every extremity of the body; they were messengers from the infernal regions; he had talked with them, had received their counsel, and he had been advised to unite all the Indians in a common league against the Spaniards.”

Pope received from these three figures all of the plans for the revolt, the knotted rope, the enlisting of the Indians, the threats of death if they didn't cooperate and the date of siege, August 13, 1680. (The revolt actually took place on August 10, 1680, the Feast Day of San Lorenzo, the Spanish Protomartyr of the Catholic Church. The plot was revealed to two Franciscan Friars; Fr. Antonio (Carbonel) Bernal at the Missions of San Cristobal and Fr. Fernando de Velasco at Pecos. Word was given to Governor Otermin who dispatched messengers in all directions to warn the friars and the settlers to flee to Isleta, Santa Cruz de la Canada or Santa Fe. The Pope got word that the plot had been revealed and ordered the revolt be carried out immediately, that was August 10, 1680.)

While the 21 Franciscan Martyrs killed during the Pueblo Revolt is widely known, there were 51 Franciscan Friars martyred by the Plains and Pueblo Indians in New Spain between the years 1542 -1731. In his book, *St. Francis and Franciscans in New Mexico*, by Rev. Theodosius Meyer, OFM published in 1926, of the 116 Franciscans martyred by the Native Americans in the United States, 51 of those were martyred in New Mexico. These martyred Franciscans were poisoned, burned alive, killed with poisoned arrows and stone hatchets, dismembered, and in all, brutally slain. They were all buried in New Mexico, some in the Mission Churches, some in the Rio Grande, and some were dismembered and their parts scattered. It is upon their blood that the Catholic Church in New Mexico was born. It is interesting to note that the cause for canonization of the other 65 martyred Franciscans in other states has begun, but no cause for canonization has been initiated by the Archdioceses of Santa Fe for these 51 New Mexico Franciscan Martyrs.

During the Pueblo Revolt of 1680, 2,500 citizens, both Spanish and Indian, left the Province of New Mexico and found shelter at the Convento of Nuestra Senora de Guadalupe Mission in what is now El Paso. Fr. Francisco de Ayeta, who was in charge of the supply wagons to Santa Fe, provided the exiled citizens with food and clothing. It is coincidental, that Fr. Ayeta, accompanied by Fray Nicolas Lopez Jardon, was on his way to Santa Fe with the supply wagons. The Friars met the exiled group in El Paso. With the wagons full of supplies, they were able to provide sustenance for the weary exiles. While the exiled, impoverished citizens may have been remembered by God on their arrival at El Paso, they were thereafter pretty much forgotten by the Spanish Crown and the Viceroy in Mexico. For the next 12 years, they lived in abject poverty and were spread throughout 5 missions surrounding the Guadalupe Mission in El Paso.

Twelve years after the Pueblo Revolt, the newly named Governor Don Diego DeVargas prepared to recover the Province. He planned two trips to Santa Fe. The goals for the first trip were to survey the condition of the Province and to reconcile with the Pueblo Indians. The goals for the second trip were to reinstate Santa Fe as the seat of government for the Province and resettle the exiled citizenry into their homes.

DeVargas' first entry into the Northern Province was in the fall of 1692. He took ___ soldiers, 3 Franciscan Friars, Fray Francisco Corvera, Fray Miguel (de Luna) Muniz, and Fray Cristobal Alonso Barraoso. He left El Paso without the 50 additional soldiers which had been promised to him by the Viceroy, but who never arrived. The trip took four months. His greeting, upon meeting the Indians in their pueblos was, "Praise be the Blessed Sacrament." DeVargas visited 23 pueblos and met with their leaders, assuring them that they would be forgiven for the revolt if they pledged allegiance to God, to the Crown of Spain and to himself as Governor of New Mexico. He promised to make peace with the plains Indians who were still making raids on the Pueblos, and acknowledged the Pueblo Leader's authority over their own people by presenting them with a blessed cane. The cane represented self-governance for the Pueblos.

The Friars who accompanied DeVargas on his first trip, Baptized those who had been born after the revolt, performed marriages, blessed the sick, administered Absolution and encouraged the Indians to return to the Faith. Some of the Indians and soldiers who accompanied DeVargas in his first trip, found their families who had been left behind during the revolt. These families were found living with the Indians and were peacefully returned to their families. DeVargas ordered that these captives (Spanish and Indian) of the Pueblo revolt be returned to El Paso to join the other exiled citizens.

The activities that took place during DeVargas' first trip are well documented in his own words, factually stated and provide a picture of the heart and soul of DeVargas, his military skill and his short comings. In DeVargas' mind, this first trip was successful in that the Pueblo Indians peacefully pledged the allegiance DeVargas had asked for. On Saturday, December 20, 1692 DeVargas entered El Paso triumphant. All was accomplished without a shot being fired or a single person being hurt. All of Mexico and the Crown of Spain rejoiced. Don Diego DeVargas was a hero. The church bells in the Cathedral of Mexico City rang out. The Viceroy immediately deposited funds from the Royal Treasury for the resettlement of the Northern Province.

It was for this first trip that DeVargas prayed to Mary, the Mother of God, for help. Although DeVargas carried Nuestra Senora de Los Remedios on the royal standard, Don Diego fell in love with La Conquistadora the minute he saw her. He prayed for her help in a peaceful repossession of Santa Fe. He promised her that if the expedition was successful and peaceful, an annual novena would be said in perpetuity to honor her; to remember the peaceful re-entry into Santa Fe for generations to come. DeVargas first trip to the Province was, in fact, peaceful. True to his word, an annual novena would be said in her honor in perpetuity.

Fray Angelico Chavez tells us that Governor DeVargas first laid eyes on the statue of La Conquistadora when he journeyed to El Paso in _____. La Conquistadora originally came from Spain, was carried to Mexico, and was in Mexico City when Fray Alonzo Benavidez found her and brought her to Santa Fe in 1626. During the Pueblo Revolt, the statue was rescued from her throne in La Parroquia (where the Cathedral now stands) by _____, whose husband, Gomez Robledo was mayordomo of the Confraternity of Our Lady of the Rosary (La Conquistadora) during the 1660's and again in 1684 in El Paso. Our Lady stayed in exile with her faithful for 12 years until 1693, when DeVargas' made his second trip to the Province.

Taking the Pueblo Indians at their word, DeVargas truly believed that the re-establishment of the seat of government and the resettlement of the exiled citizens in Santa Fe would be straight forward. His trust was naive. During the time between the two visits, the leaders of the Tano Indians from Galisteo Pueblos, were living in the Palace of the Governors in Santa Fe, had changed their minds about peaceful allegiance to God, the Crown of Spain and to Governor DeVargas. They wanted war to determine the occupancy of the Palace.

DeVargas proceed to prepare for the resettlement trip. He took a census of the exiled citizenry in the five settlements where they were living in and around El Paso. Of the 2,500 citizens that fled during the Pueblo Revolt, after 12 years in exile, only 1006 remained. [Need information here](#)

Commentary

Now we step out of the history books to encounter an irrational attempt to rewrite New Mexico history. Newly arrived leaders who have prejudiced that attempt are newcomers who can't possibly appreciate the history behind the unique culture of New Mexico. Mayor of Santa Fe, Alan Webber, a self-proclaimed progressive liberal, came from Seattle in 2003. From San Francisco came Archbishop John Wester, who was named to head the Archdioceses of Santa Fe in 2015. How can they possibly understand?

DeVargas prayed to Our Lady for a peaceful re-entry. He did not pray for a conquest of the Pueblo Indians; he did not pray for a successful war; he simply prayed for a peaceful reentry. Those who do not know Mary, the Mother of God under her many titles would assume that she would deliver death and bloodshed. She, who was given to mankind by Jesus under the cross, would never love one group of people over another. She is the Mother of Mankind. She brings clarity, peace and happiness. She brings Jesus to anyone who opens their heart to her. She came to conquer hearts, not peoples. She came to New Mexico to bring peace among the Spanish settlers and the Pueblo Indians, just as she came in 1531 as Our Lady of Guadalupe to Mexico to bring peace among the Indians and the Spanish there.

For the multi-cultural population of New Mexico, La Conquistadora is our Mother in heaven. La Conquistadora is the oldest statue of Our Lady in the United States. She will always remain in the hearts of the descendents of the first Spanish settlers.

Why shouldn't the descendants of the original settlers remember Oate and DeVargas? Those brave ancestors are in our DNA. Fray Angelico Chavez, OFM, documented their names for all posterity

In his _____; he records the names of the families who accompanied DeVargas on his second trip; the resettlement trip. Their names live on today in their descendants; Chavez, Romero, Sanchez, Trujillo, Garcia, Lopez, Gonzales, Rodriguez, Montoya, Giron, Lucero, Gallegos, Lujan, Archuleta, Madrid, etc., many of whose descendants still live in New Mexico and Southern Colorado.

Is it okay to remember? Absolutely! It is our right, our desire, our obligation to remember those individuals that contributed to the history and traditions of our culture. Should the Pueblo Indians

remember? Absolutely, but no one has the right to abolish anyone's right to remember. They do not have the power to erase history. Political correctness, where people judge historical facts from a liberal, progressive lens, is nonsensical, foolish and simply insane. What has happened has happened; good or bad, it cannot be undone. The Spanish descendants will always remember, the Pueblo Indians will always remember. Change is difficult, human beings are concupiscent. Only God is good, but He does always bring good out of evil and chaos.

It should be noted that the Pueblo Indians, as did the Comanche, Ute, Navajo and Jicarilla Apaches ultimately fared well under Catholic Spanish rule. Beginning with the Reglas de las Indias ____ decreed by the Catholic Monarchs of Spain, King Fernand and Queen Isabella, the Indians were to be humanly treated, Christianized and educated. While the Spanish Laws regarding the Indians was often broken, especially under the encomienda system, La Ley de las Reglas remained the law throughout the centuries. The equality in citizenship and freedom for self-governance that the Catholic Spaniards provided for the Pueblo Indians of New Mexico must be contrasted to what the English did to the Indians in the Northeast, where many of the tribes are now extinct. (Alfonso Ortiz, Handbook of American Indians, Vol. 9, Southwest)

The Catholic Spaniard Missionaries, predominately Franciscan, must be given credit for civilizing, Christianizing and educating the Native Indians. With civilization came a life of order and security, with Christianity came the Sacraments of the Catholic Church which provided sanctifying grace to the "pagan" soul, and with education came liberty, (libe-libertas.) Even Regis Pecos acknowledges the work of those missionaries.

Many visitors to Santa Fe find a quiet peace during their stay. What is it that they are experiencing? Why do they keep returning? What permeates the City is the soul of Santa Fe which is based on centuries of Faith of its citizens, thus the name The Royal City of the Holy Faith of St. Francis of Assisi. On any given Sunday, church parking lots are filled with the Santa Feans attending church services. The 420 year old City is home to holy places that still stand today. Fr. Angelico Chavez, OFM in his *Penitente Land* felt New Mexico was special, one could feel its *anima hispanica*.

So where do we go from here.? We might consider, that owing to social justice and respect for those who forged a living to create the City of Santa Fe, the statue of Don Diego DeVargas be returned to its place of honor in Cathedral Park. It was removed in the dark of night at the orders of the Mayor who did not have the authority or the right to have it removed. He wounded the spirit of its Hispanic citizens, those who probably voted for him. What a betrayal of the public trust!

We might consider that the Confraternities of La Conquistadora, La Cofradia de la Conquistadora and the Caballeros DeVargas be allowed to continue their centuries-old work in preserving the devotion and novena to Our Lady without threats from the Church hierarchy. The Novena has always been a spiritual event, but over the years has evolved into a secular fiesta, elements which have no bearing on the novena. If the secular parts of the Fiestas are eliminated, so be it.

And, lest the newly arrived activist forget, Mary, the Mother of God under her many titles, is the Queen of Heaven. So, for your own sakes, don't malign Governor Juan de Onate or Governor Don Diego DeVargas (favorite sons) lest all heaven breaks loose, if it hasn't already.

Essays on New Mexico History

We have been called to heal wounds, to unite what has fallen apart, and to bring home those who have lost their way.

(St. Francis of Assisi) (Goodreads.com)

Based on transcriptions and translations of the original manuscripts found in Archivo General de la Nación, México; Biblioteca Nacional de Mexico, Archivo Franciscano, Mexico; Spanish Archives of New Mexico, Santa Fe, New Mexico; Archivo General de las Indias, Guadalajara, Mexico; The Royal Academy of History at Madrid, Spain; General Archives of the Indies, Seville, Spain.

Pioneer Historians: Gaspar Perez Villagra, W. H. Prescott, Hurbert Howe Bancroft, Herbert Eugene Bolton, George P Hammond, Agapito Rey, Adolf Bandelier, Manuel Espinosa, Fray Angelico Chavez, John Kessell, Jerry R. Craddock, Gilberto Espinosa

New Mexico's history is inextricably linked to Spain, Mexico (New Spain) and the Catholic Church.

The world owes a debt of gratitude to the Pioneer Historians who labored for decades to bring the history of New Mexico to life. The struggles of New Mexico's early explorers, the Conquistadores, the Franciscan Friars, the Spanish Colonist, and the Pueblo Indians all played a difficult role as they persevered throughout the centuries to bring to fruition what is now the Land of Enchantment.

In _____ When the Crown of Spain announced that it was searching for someone to lead _____ conquest and colonization of what would come to be known as New Mexico. Excitement welled up among all the citizens of New Spain, rich or poor, young and old. The illusive stories of "golden" cities, fertile lands, civilized populations (wearing silver and gold around their necks), swelled the imagination of the Spaniards like fermented yeast. Everyone wanted in.

Gaspar Perez Villagra was one of those eager Spaniards whose fortune and chance lay with the man who would be Governor of the new territory, Juan de Onate. Gaspar was **born in New** Spain (Mexico) but educated at the University of Salamanca where he earned a Bachelor's Degree in Letters before returning home. In his writings, Gaspar quoted philosophers without providing references because "everyone should recognize that quote!" Onate knew that Gaspar's family had invested heavily in the expedition and that that Gaspar was intelligent, but a soldier he wasn't. Gaspar's picture depicts him as

small of stature, prematurely balding, but full of enthusiasm. Onate accepted Gaspar into his army, gave him the rank of Captain and put him in charge of the commissary.

Gaspar accepted the commissary job, did it well and still had time to accompany Onate "as assigned." While on these "assignments" Gaspar wrote in his journal. In keeping with the style of the time, he wrote notes in rhyme, in "Canto's" much like Dante wrote the *Divine Comedy*. When the description of an event got too unwieldy, Gaspar's writing would lapse into plain prose. His writing reflected his education. Gaspar was a theologian, philosopher, poet, a historian, a story teller; he simply wrote what he saw and what he experienced. He, one of the "very Conquistadores" of New Mexico documented his experiences with Onate in a detailed "*Historia de la Nueva Mexico*" which he published in Alcala, Spain in 1610. His eye witness account of these experiences were accompanied with historical, detailed information of dates, names, places, and events.

For 200 hundred years, Villagra's Spanish *Historia de la Nueva Mexico*, was the basis for information relating to the events of early 16th Century New Mexico. In 1933 the book was transcribed into English by Gilberto Espinosa, a lawyer from Belen, New Mexico. Villagra's *Historia* was now available in English and became available to a wider audience.

In the late 1800's, Dr. Herbert Eugene Bolton, a young history professor, was blazing a trail to bring to light the history of America's Southern Borderlands (Texas, New Mexico, Arizona, California.) He argued that the history of America that was being taught in schools was incomplete without the history of Spain's explorations and settlements of the lands along America's Southern Border. Dr. Bolton's premise was that the Spanish were in "America" decades (1540) before the English landed at Plymouth Rock in 1620. Yet, the early history books on American history were silent on that fact.

In the summer of 1902, Dr. Bolton journeyed to Mexico in search of information to "fill-in" the gaps of the American story. What he found was a "gold mine" of original documents, handwritten manuscripts dating back to the 1600's. Bolton's discovery was not a secret for long. The Carnegie Institution was arranging for the publication of calendars of materials pertinent to the history of the United States existing in foreign archives. Dr. Bolton was given a 15 month leave to gather and catalogue the pertinent archives found in _____.

Dr. Bolton began transcribing and translating these Spanish documents relating to the Border Lands, but the volume was overwhelming. He enlisted the help of his students. It should be noted that according to the rules and procedures outlined by the Crown of Spain, all correspondence (handwritten at that time) had to be made in triplicate, one for the King in Spain, one for the Viceroy in Mexico City, and one for the local province. Some of the documents which Dr. Bolton found were probably the second copy sent to the Viceroy in Mexico. The copies which were kept for the local province in Santa Fe were burned during the Pueblo Revolt of 1680. The King's copy was undoubtedly in Spain.

In 1921, one of Dr. Bolton's Doctorial Candidates at UC Berkley, George J. Hammond received funding to explore the archives at the Archivo General de las Indias, Seville, Spain. Dr. Hammond and his wife spent 1922-1923 in Seville searching through the 300 year old, handwritten Spanish documents. Their

efforts were rewarded when they found documents relating to the founding and settlement of New Mexico by Governor Juan de Onate.

Dr. Hammond published his findings as his doctoral thesis, "Don Juan de Onate and the Founding of New Mexico." The work was published by El Palacio Press, Santa Fe, New Mexico USA October 1927.

Decades later in 1953, Dr. Hammond, with the help of his friend Dr. Agapito Rey, Spanish Professor at Indiana University, published a two-volume, 1187 page work on Don Juan de Onate, Colonizer of New Mexico. The books were published by the University of New Mexico Press, 1953.

The voluminous work required the transcription and translation of documents from the original manuscripts. From these original manuscripts, we learn in agonizing detail, the events that took place in the founding and colonization of New Mexico from 1595 to 1628. This information includes the occurrences that took place at Acoma Pueblo on **December, 1599 and January, 1600.**

A summary of the events which led to the war at Acoma is as follows:

1. Onate asked the Franciscan Friar _____ for a ruling on the issue of a "just war."
2. Onate gathered information from the soldiers who were eye witnesses at the first battle. None of those interviewed mentioned cutting off of the feet, yet in Velasco's letter, he states that the feet of 24 Indians were cut off (it would appear, at that same encounter.) The sentencing itself didn't occur until February, 1599 and called for the mutilization of the right foot for all males 25 years and older. Velasco's letter was written in 1601. Is it possible that his foul mood could have fueled his imagination and the thought of the sentencing came to mind, and he just made it part of his diatribe confusing "24 mutilizations" with the "25 years and older sentence?"
3. Onate instructed Zaldivar not to harm the Indians and to give them three chances for peace.
4. Onate also provided two attorneys for the defense of the Indians at the trial.
5. The Spanish are prolific writers/reporters. They documented everything. It appears unlikely that mutilizations wouldn't have been described, reported and fully documented by someone. The description of the mutilizations would have been gory, not simply a statement referring casually to "24 mutilizations." Certainly an incident such as this would have been reported by the Indians themselves and the Spanish Citizens in those communities.
6. It appears to me that the sentence was meant to scare the Indians, and to prevent other pueblos from doing what Acoma did.
7. Onate's other inhumane crimes were well documented. He apparently did commit them. Why are we left without any description of the mutilization sentence being carried out, if in fact, as history records it, it was carried out.
8. As it appears, only one disgruntled, disloyal soldier wrote a letter which, for 420 years, has made Don Juan de Onate turn in his grave.

I wish I could be in one of your class discussions on this topic. My ancestors came to New Mexico with DeVargas, and it is possible that some came with Onate, but I haven't found proof of that.

Again, thank you for your time. I will keep you posted about how this "defense" goes. Right now all of the government and Church authorities are siding with the Indians. All of these authorities are newcomers to New Mexico.

Again, thank you for your work on the Cibola Project. I started my research on New Mexico years ago. I am attempting to locate every Franciscan Martyred in New Mexico from 1540 – 1725. Of the 116 Franciscans that have been martyred in the US during that time period, 55 were martyred in New Mexico.

Dear Ms. Rodríguez,

Many thanks for your generous words about the Cíbola Project. You seem to be as well informed as I am about the sentence in question. I recall that not long ago the historian John Kessell expressed in print (*NMHR*, I would imagine) doubts that the sentence was actually carried out. I confess that in view of the fact that the sentence is accompanied by the Oñate's signature in the Acoma trial document it seems to me a hopeless task to attempt to prove it was not carried out. It was not by far the worst atrocity committed at Acoma, which was Vicente de Zaldívar's massacre of prisoners after the battle was over. The Spaniards probably considered the mutilation a lesser punishment than death. If I recall correctly, the mutilated Acomans were to be sold into slavery, but their value as slaves would have been drastically reduced by the mutilation. I am writing from memory, but I believe the mutilation is not among the charges leveled against Oñate in his trial, which does however charge him with having hanged two Acomans without due process. You may have seen the corresponding documents in the Cíbola web site. That is, alas, about all I can offer on the question.

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

sigmasw@comcast.net <sigmasw@comcast.net>

Tue 10/5/2021 12:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

It is racists to teach this garbage.

This is a way to create racists from good people. I don't want this. It is wrong. Have you ever thought that this will lead to genocide in the future?

Name: Katherine McFadden

County: Valencia

Fw: [EXTERNAL] Public comment Social Studies Standards.

Notification, Rule, PED <Rule.Notification@state.nm.us>

Tue 10/5/2021 8:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Flora Sanchez <sanchez.village47@gmail.com>

Sent: Monday, October 4, 2021 8:09 PM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] Public comment Social Studies Standards.

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Please Notify of change of meeting

Sent from my iPhone

[EXTERNAL] New Mexico History

Frances Martinez <francesmartinez@cybercardinal.com>

Tue 10/5/2021 10:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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John Sena,

It is my understanding that the current Social Studies Standards in New Mexico were last revised in 2009 for Social Studies but they lack the increasingly diverse perspectives and histories of the diverse people in New Mexico. Can we please take that into consideration in an upcoming revision of the standards. Thank you, it will be much appreciated.

Gracias.

Frances L. Martinez
LVCS-RHS Librarian/Facilitator
505-454-2713

[EXTERNAL] Social Studies Standards

Jim Higdon <jimrhigdon@earthlink.net>

Tue 10/5/2021 12:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I read Ms Tomlinson's essay in the newspaper and I thank her for alerting parents and citizens to this impending educational standards implementation.

I focused mostly on the Economics Standards because my degrees and intellectual interests are in this area.

The Economics Standards are ambitious. I doubt many college graduates, other than those majoring in economics or finance, could meet these standards. Not just in New Mexico but nationwide.

My own formal teaching experience is only with graduate students. I know and am friends with many current and retired primary and high school teachers. I have to say that none of them could meet the high school economics standards you list. So, the teenagers will be exposed to ideas about which the teacher has very limited understanding. More likely the teachers will just focus on the particular beliefs or illusions about economics they personally hold dear.

I did not spend a lot of time with the Inquiry Standards. They, too, are ambitious beyond the skill set of all but the most capable high school teacher. One standard stuck out: F. (2) (d), "using a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use." I doubt there are 20, maybe not 10, people working for APS who can do that. For example, if this skill were widespread, they wouldn't be forcing face masks on the students.

There is far, far, far, far too much emphasis on group identity as the most important factor in culture. Apparently you want students to come to believe that their belonging to a group, maybe any group, is the most important element in determining how they should live their life. Who they are as an individual is, apparently, much less important. Take this stuff out. Your teaching this idea is ruining our country and causing these students to limit their efforts to achieve a happy, productive life.

[EXTERNAL] CRT in Social Studies 6.29.11

cindy quintana <cindyq5@yahoo.com>

Tue 10/5/2021 1:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon-

We are extremely concerned that this Social Justice movement is taking preeminence over what we should be teaching our children. Using "Social Justice" as a means to promote CRT-when we know the roots are Marxist. Which is nothing more than the taking over of our social, political and economic foundations. We know it has never worked and to continue on this path will change the very fabric of our society for generations and destroy in the long term our democracy. We are raising our grandchildren and recall the Civil Rights era, how people of all colors came together and made this Country better. Now, we are using "theories" to prompt hate and separation based on color. Intersectionality-this focus on our differences to separate and not prompt true understanding. This whole process is nothing more than a wolf in sheep's clothing. No one has control of what color they are born into or social class. However, this Country allows possibilities to achieve regardless of the challenges to overcome. This act of teaching "blame" on another race or background is not educating but indoctrinating our children. We are not preparing our children to think for themselves-but to create a "group think" and only one way to see the world around them. How have we forgotten where we were, who we are and how far we have come? We need to go back to our roots and bring back true quality teaching. Why are we promoting "theories" to our children instead of having discussions regarding our history and where we are now. Racism is not in "everything" nor is every white person automatically born.

Sincerely

Joe and Cindy Quintana

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Social Studies Curriculum

Mike Berve <mberve@outlook.com>

Tue 10/5/2021 2:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED:

It is your responsibility to educate our children. It is truly your sacred duty. New Mexico graduates are continually in the bottom of most proficiency categories compared to the rest of the nation. Your recommended "8 Guiding Principles" for Social Studies will not improve our children's knowledge of civics or history in any way. Teach our children the facts of history. Leave the interpretation of "diversity" or "equity" to their parents and family. Teach our children Civics through knowledge of the constitution and the structure of our federal, state, and local governments. Leave the interpretation of "social justice" and "oppression", especially in non-historical, current political messaging, to their parents and family. If you waste our children's precious education time by attempting to mold their focus to your so-called "authentic stories", you will be responsible for our children's continued under-achievement. There is plenty of critical thinking our children will need to address by following accurate, un-biased history, especially the history of the many Indian tribes in New Mexico. You don't need to force your opinion of historical context or the need to mend or heal past occurrences. They can think that through when they need to. For now, teach our children the facts without your coercion.

Respectfully,
Mike Berve
Farmington, NM

[EXTERNAL] Thank you for the opportunity to comment on the proposed Social Studies Curriculum

Kim <forbesgayton@aol.com>

Tue 10/5/2021 3:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Thank you again for the opportunity to weigh in on the proposed revisions to the Social Studies curriculum.

From what I see, the proposed curriculum does try to cover a vast array of cultural experiences and historical events. I even see a global component in later years of high school, and that is encouraging, as people and history are not islands unto themselves.

However, I do feel that the civics component, particularly in the United States needs to be reintroduced. While it is lightly outlined in kindergarten and first grade, I see no mention of any student-contributory component to civic duty. It's one thing to be a citizen, but *what does a citizen mean today*: someone who is either born or naturalized in the United States, and basically, is to obey the laws provided by one's leadership, and vote every two years (for primaries, if one is affiliated with either political party, and every four years for a general election)? What duties, if any, does a citizen have *beyond* election day, and again, obeying the laws provided to him/her through his/her leadership? Does today's citizen know the branches of government (local, state, and federal) what each is for, how it works, what the checks and balances are between the three, and crucially, how our representatives (not out leaders/dictators) are to conduct themselves in actually representing a constituency?!? Or is citizenship now reduced to (just) showing up to vote on election day, screaming about freedom without consideration of duty *and* responsibility, and rolling one's eyes upon receiving a summons for jury duty?

I was fortunately, taught civics in my schooling (grades three through six, and beyond) in New York City, and experience what civics entails in my adult life. Unfortunately, I see and experience a distressful atrophy toward civics in social studies, and in the country at large now. Everyone wants and expects a superman to be totally responsible and to fix every available problem we have, while citizens now feel we need to do nothing further than what I have already described above as what a citizen has been reduced to. While I do not have school-aged children here in New Mexico, I would like to see civics re-introduced into the curriculum so students learn that they will have a stake in the country and broadly, the world that they will ultimately inherit.

I concede that given the vast list and important components listed in the proposed curriculum is a lot, and my request adds to it. Still, social studies should not be 'dead' history to students. History and culture as it stands, without any political bent, nor bias, should be taught in school. However, students are not to be left with history just as it was, without being given the insight, opportunity and duty as to what citizenship (civics) is today, so they will not be left to be pawns in someone else's game.

Again, I thank you for the opportunity to weight in on the proposed curriculum. Of course, if you have any questions, concerns, commentary of your own, or need clarification, please feel free to contact me. Thank you and have a great day!

-Kim Forbes-Gayton

[EXTERNAL] social studies feedback

Jim Hale <jwhalejw@gmail.com>

Tue 10/5/2021 3:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As an archaeologist and former history teacher I commend you on an ambitious curriculum, especially as spring advances.

1. P 46, Theme 2, Geography 11: when asking students to compare one Mezoamerican and one South American civilization, I think it would be important to include North American civilizations. Many people are unaware of Cahokia, or the Mississippian civilizations. **1491: New Revelations of the Americas before Columbus** by Charles C. Mann is a solid popular read about a number of these issues for teachers needing content.
2. History 15: it is an overstatement to presume the relationship of sedentism to the agricultural revolution. Any place with predictable salmon runs allowed for sedentism without agriculture. This means that indigenous people from northern California north to Alaska fit this pattern. This is not incidental, and includes the iconic Northwest Coast tribes with their longhouses and totem poles.
3. P47, Theme 3, Civics 1, 4; History 14, 15: While I applaud the attempt to be less Euro-centric by including the eastern world, and eventually the Middle East, it is also important to include African and American civilizations in this discussion, even if there isn't a rich written record to draw from. It is important to dispel the "primitive people who live in grass huts" mythology that is an implicit part of much racism.
4. P68, Theme 3, History 15: It does not obviously fit in this section, since the source was colonization in Latin America and the Caribbean, but consensus now has it that upwards of 90% of Indigenous people died as a result of Old World diseases like smallpox for which they had no immunity, before any colonists stepped foot on the North American continent. That certainly changes the discussion about Indigenous/colonist interactions (see **1491** referenced above for a discussion).
5. P71, Theme 6, History 14: in discussing the "Indigenous Peoples assimilation story" it's important to be honest about changing US policy towards Native people, a policy that initially included annihilation. Being forthright can help the generational trauma of your indigenous students.
6. A final consideration under HS NM History: there is long standing animosity between local Indigenous people, and those with Spanish heritage. Neither side feels respected for their historical place in the state. The Pueblo Revolt is the perfect example of this conflict, and is a story that continues to be passed down the generations. It looks as though this will be taught in the 7th grade, far too young for students to consider much nuance. Rather than begin NM History with the Treaty of Guadalupe Hidalgo, I recommend reteaching the Pueblo Revolt as an example of the tensions between groups of New Mexicans throughout history.

Thanks, Jim Hale

jwhalejw@gmail.com

[EXTERNAL] Social standard revision

Mike Hinch <mhinch73@yahoo.com>

Tue 10/5/2021 8:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

There is no need to bring indoctrination tactics and critical race theory to New Mexico. We have one of the lowest equivalency testing in the nation and it's not because of the current curriculum. Where is the list of required reading material that will go with this new curriculum?

Michael Hinch

Sent from my iPhone

[EXTERNAL] Proposed curriculum changes

Janet Bullard <jr25bull@hotmail.com>

Wed 10/6/2021 8:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Gov.Lujan@state.nm.us <Gov.Lujan@state.nm.us>

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The job of the State Board of Education, local school boards, teachers and faculty of all New Mexico's schools is to teach our children "reading, writing, and arithmetic". It is not to indoctrinate children to the radical, Marxist agenda. Any of these entities that are trying to push a curriculum that teaches the racism and hate mongering to our students should be immediately removed from their position. Teaching the values of the United States Constitution should be a priority. Radical leftist agendas have no place in our schools.

Sent from my iPad

[EXTERNAL] SAY NO!

Bobbie Scarfe <bobbiescarfe@q.com>

Wed 10/6/2021 9:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a former teacher I heartily say

"NO" to the changes proposed to the PED Social Studies Standards.

Bobbie Scarfe

1107 Miller Rd. LosLunas NM, 87031 505 865-1564

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM School

bonnie smith <randyselectric@outlook.com>

Wed 10/6/2021 1:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

Name: Randy A. Smith

County:Valencia

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed Social Studies Standards Feedback

Lisette Swaim <lcbs1976@gmail.com>

Wed 10/6/2021 9:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The public schools need to know their place in society.

The public schools have no business teaching things that parents should be teaching their own children.

The standard that needs to be abolished is the Ethnic, Cultural, and Identity Studies which breaks down into Diversity and Identity and Community Equity Building.

At no time should a teacher (who is usually biased) be teaching a child about anybody's identity. A person is born a male or female, period. It's understood that there is a mental illness that is running rapidly throughout the latest generation of children where they think that they are born ungendered or not a sex. This is NOT, nor will it ever be, the responsibility of the schools. It is a parent's job to raise their children and to inform their children of these mental illnesses.

A teacher is not a mental health practitioner. They are not skilled in understanding mental illnesses. The schools are encouraging the new status quo of diversity and equity that is completely skewed. Instead of having teachers teaching this skewed view of those who are dealing with attention-seeking behaviors, how about sticking to the facts and re-normalizing scientific FACTS? Are there scientific anomalies out there? Sure. But those are minimal and the public schools are trying to normalize something that is completely freakish.

If you choose to bring this curriculum to the plate, how will you train the teachers and guarantee these teachers will be unbiased in their approach? You CAN NOT, that is why you need to eliminate it from your plans. If you keep this item as part of your plans, you are encouraging teachers to indoctrinate based on their personal beliefs, mind you mostly liberal beliefs.

STOP reinventing the wheel. NM is 50th in education in the nation and when you are encouraging this trash to be taught that means you intend to stay there. You need to stop Socializing the schools.

They were not created to raise a child. You now provide free babysitting for 3 years up in the state of NM, starting with Pre-K where kids are leaving and entering Kindergarten not knowing their ABC's/123's. Teachers are not doctors, nurses, psychologists, therapists, nutritionists, or anything that you are trying to make them. Their main purpose is to teach. Start making parents become responsible for raising their children. There's not a child who goes hungry in NM like the governor claims. There are kids who come from families whose parents choose not to work and instead live off the government. They receive hundreds of dollars in food stamps and eat better than most teachers in the state. Make these parents be responsible for feeding their children BEFORE they get to school. Send them to school with a brown bagged lunch and STOP with the snacks; more of it winds up in the trash than in the stomachs of these children (I've seen it over the years, first-hand).

The public schools have lost their place in society. Make parents be parents to their kids; stop enabling them! We do not live in a Socialist society but the Liberals continue to push this agenda. America was not built on Socialist ideologies.

Being that the State of NM is being run by Liberals, and has a Union that covers for bad teachers, I already know that this is only a guise to make it "look like you want the public's input" on these standards and potential curriculum. We know that you've already made up your mind. So the question is why do you continue to LIE to the public? What's the point? Do and and watch what happens. You will see more parents pulling their kids from the public schools. You will continue losing

money due to the number of kids not enrolling in public schools and the only people who will be responsible for this are the Liberals.

Thank you!

[EXTERNAL] CRT (Social Studies Standards)

Don Licht <sr.licht65@gmail.com>

Wed 10/6/2021 9:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may or may not concern:

I have read over your update social studies standards in disgust.

Most all that have read this update feel the same as I do, this is total child indoctrination and extremely racist. I'm glad to see you have put this plan in writing (and kind of shocked) and as we all know you're not fooling anyone what this critical racist theory (CRT) really is, you can call it whatever you want a spade is a spade. Also most of the educated public is well aware of the reasons why New Mexico (State) is pushing this garbage on our children, just follow the money all the way back to Washington DC. There is nothing wrong with the education system in New Mexico except the lazy and corrupt people in charge of our children's education, which has been ranked near last for years. Other than money and corruption the education system could still be saved and you all owe that to the wonderful children of New Mexico.

So I say NO to indoctrination and yes to education, so if you want to make positive changes to education weed out corrupt people in both the state education department and teachers unions, get rid of radical people in education and that would put our children back on the world stage, highly educated. I still believe the education system still can be revived but CRT will set our children back decades.

I have no problem teaching our children and think we should teach them we are all equal in God's eyes, morals should be taught at home, not by some radical government policy, and CRT has no business being taught to grade/high school children, it's already being taught in college. So do us all a favor and keep it out of grade/high schools in New Mexico.

Respectfully Submitted
Don J Licht Sr

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Kimmara Pattrice <kimmara.jackson@gmail.com>

Thu 10/7/2021 9:05 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

There should be whole semester courses for middle and high school students to teach American History that includes in depth the history of both Native and African American history. The history needs to go beyond the stereotype of Rosa Parks, Dr. King, and the others. Let's dive deep into slavery and the revolts and other events that people tend to gloss over when it comes to Native American and African history. After those courses there needs to be a course on Hispanic heritage. Also for high schoolers a course required for graduation about race relations and Global society.

Elementary school children need age appropriate lessons on slavery and the Trail of Tears, as well as other Native American and African American history. With sections for parents to further discuss at home.

I'm from the Midwest and my APS student has attended school in the Southern states where these lessons are taught starting in Kindergarten. As uncomfortable as it may be for some parents and some teachers, this is our country's history and it cannot be glossed over. Glossing over it causes a lack of comfort and acceptance of your diversity and a lack of sensitivity that our children will carry into adulthood and other parts of the world as they branch out beyond New Mexico's borders.

Let's prepare our children to be not just New Mexico leaders, but world leaders.

Thank you.

[EXTERNAL] Rio Grande Foundation Comments on PED social studies requirements

Paul Gessing <pgessing@riograndefoundation.org>

Thu 10/7/2021 10:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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After a [careful examination of New Mexico's proposed social studies curriculum](#) there are numerous components of that curriculum which disturbingly reflect Critical Race Theory (CRT). Large numbers of Americans of all political leanings oppose CRT and its divisive approach to history. Therefore this proposed curriculum needs to be significantly revised or completely abandoned.

CRT is not America's actual history. Rather, it is a worldview, unsupportable by the evidence, in which all of America's key institutions are inextricably rooted in white supremacy. It is an activist agenda demanding the destruction of those institutions.

CRT holds that racism is embedded deeply in American life, unconsciously into white American psyches, and that it is impossible for white Americans to understand their own racism or that of the system, let alone to remove it. The only solution: tearing away the only systems that have ever provided widespread liberty and prosperity. As CRT founder Derrick Bell wrote, "The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded."

1. In Ethics, Cultural and Identity Studies there is a requirement that students assess how social policies and economic forces "**offer privilege or systemic inequity in accessing social, political, and economic opportunity.**" This is classic CRT theology. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continue focus on the **differences, rather than the similarities**, among various groups of people. This, too, is classic CRT as the purpose is to divide people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," **unequal power relations, "past and current injustices"**, although those terms are open to many interpretations. These phrases are also classic CRT as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, a requirement that students "**evaluate what an efficient, equitable, and just economic system would look like in the U.S.**" This is again classic CRT as it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
5. Within High School U.S. History, students are required to create an action plan for a **more just and equitable America for diverse groups** of people including Native Americans and African Americans. This is another CRT theology component in that America is automatically unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
6. Within High School U.S. History, students are **required to examine the past, present, and future of gun violence in the U.S.** Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun

violence in our society. No positives regarding gun usage by women or minority groups are put forth. 6.29.11.21(A)(1)(gg)

7. In the 5th Grade, students are required to describe how **inequity in the U.S. laid the foundation for conflict that continues today**. Another classic example of CRT as it stresses racial disparity in terms of inequality. 6.29.11.13(A)(3)(b)
8. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. How about pairing this with a discussion of Communism and the negative impact it has had in Cuba and other Latin American nations. 6.29.11.21(A)(1)(x)
9. In the 7thGrade, students must compare the patterns of exploration, **destruction and occupation** of the Americas by the Spaniards. 6.29.11.15(D)(3)(g)
10. Within High School U.S. History, students must explore the movement against **police brutality**. 6.29.11.21(A)(3)(mm)

The novelist William Faulkner wrote, "**The past is never dead. It's not even past.**" It is true that any social studies curriculum will have its flaws and oversights. History and social studies are inherently controversial subjects. But, selectively "studying" our collective history and requiring it to be taught in a highly politicized and divisive way is wrong and it has no place in our public schools.

All I ask is that New Mexico's schools do their best to objectively teach America's real history. Slavery and conquest are certainly part of that, but so is America as a beacon of freedom for people from around the world. The flaws of our Founding Fathers are worth discussing, but so are the miracles of the Constitution, Declaration, and the eventual fulfillment of the "promissory note" for ALL Americans inherent in those documents.

Millions of people around the world have and would still like to come to America because it is a unique nation founded on the idea of liberty, not slavery as the CRT theorists would insist. New Mexico's social studies curriculum should at least allocate as much time and study to those things that make America a beacon of hope and freedom as those warts which hold us back from building a more perfect union.

--

Paul J. Gessing
President
Rio Grande Foundation
P.O. Box 40336
Albuquerque, N.M., 87196
www.riograndefoundation.org
505-264-6090

[EXTERNAL] NMPED Draft Social Studies for Teachers

Michael Franco <franco23401@outlook.com>

Thu 10/7/2021 12:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The New Mexico Public Education Department (NMPED) recently published its draft social studies standards for teachers. Our family finds this proposal full of racist Critical Race Theory (CRT), anti-Hispanic hate, forcing down our throat the “LGBTQI+” agenda, and demonization of police officers, among other frightening curricula.

As a Hispanic household, we hate what the PED wants to teach our children. We are not victims. We live in the best nation in the world, though it is not perfect (no nation is). Why do so many people of the world want to come here?

This proposed social studies makes assumptions based upon race (which is racist in itself).

There are no peoples without sins in their history, including the Native Americans (of which I am 45% Native and proud of that)! The Natives were slaughtering each other, sacrificing humans, capturing and raping women, at war with each other, before the Spanish arrived.

The African Americans were being hunted down by their very own black population and sold into slavery, and were slaughtering each other in wars.

If you're going to lay blame on one or two races and make everyone else victims, why don't you tell the whole truth?

I agree slavery was a great evil, and against the laws of God, but our country (which is a **Constitutional Republic**, not a “Constitutional Democracy,” as you are teaching) has gradually made progress to address the sins of our country's past. Again, there is no country on

earth that has made as much progress on race relations and is still striving to level that playing field.

Why do so many immigrants flood our country if it's as evil and racist as your social studies curriculum teaches? It makes no sense! At least with capitalism, every man has a chance to raise up his stature in society, to open up his/her own business and succeed.

My father began as a janitor and worked his way up to become an airplane mechanic for the airlines. He sent me off to college and I had a great career with the FAA. *We refuse to be categorized as victims or oppressors.*

Your thinly disguised CRT curriculum can only pit us citizens against each other by viewing everyone through the lens of oppressors or victims, depending on skin color or sexual orientation. This is a lie and plain stupidity.

Please withdraw this shameful change to the social studies standards!

I have visited other countries and it only reinforces my love for this country. Begin teaching our students to respect and value our country as the best place on the earth to live.

Thanks for listening,

Michael Franco
Albuquerque, NM
505-294-5739

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed Social Studies Standards

Amy Schroth <aschroth@montedelsol.org>

Thu 10/7/2021 1:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have been an English teacher at a public charter school in New Mexico for over 20 years. I welcome and wholeheartedly support this update to the Social Studies standards, as it recognizes diverse perspectives and presents a more factual narrative of many historical events and movements. The American Bar Association argues that "the predominance of curriculum that excludes the history and lived experiences of Americans of color and imposes a dominant white narrative of history" contributes to racial inequality in education. I see these standards as an attempt to address such issues of equality, as well as to update and modernize many of the topics covered in traditional history curricula, to include events like 9/11, nuclear technology, and immigration.

I have read many of the public comments, and it's clear that there is orchestrated opposition to this shift in focus, with many respondents cutting and pasting identical messages. Many writers use buzz words like "critical race theory" and invoke the teaching of religious beliefs. What our schools need is more critical thinking, not less, and these standards recognize the complex interactions of different cultures, and they ask students to consider and analyze the many consequences of those interactions. I appreciate the group of educators who worked on this update. It's long overdue.

Thanks for your consideration,
Amy Schroth

[EXTERNAL] Proposed Changes to Social Studies Curriculum

Stan Franklin <stanfranklin99@gmail.com>

Thu 10/7/2021 4:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern,

As a parent, grandparent and former elementary school teacher, I implore you to please stop the implementation of additional pillars to the Social Studies Curriculum. The addition of these pillars is nothing more than a guise for teaching Critical Race Theory.

Critical Race Theory has Marxist ideologies. Ideologies which promote cultural division, prejudices, and racism. When you categorize people as oppressors and victims for things that happened in the past, you are focusing on problems that at one time were dealt with through legislation. The United States has dealt with racism as early as the 1770's where our forefathers who were born into a culture that allowed slavery, realized that this was wrong, and abolished slavery in 9 of the 13 colonies. The Civil Rights Act of the 1960s did away with segregation. But once again, our society is experiencing segregation, and discrimination. Western Washington University has "blacks only" dormitories. Atlanta GA is segregating second graders by race! This is all because of the Marxist Ideology of destroying a country all in an effort to promote socialism!

CRT is nothing more than a promotion of Marxism. Marxism creates division which causes conflict, which weakens a country, which creates a situation to which the government supposedly is the only answer, which leads to Socialism!

Even now, our Attorney General considers those of us who will fight to defend our children, as domestic terrorists!!!!

Annette Franklin
505-869-6090
2015 Wasmer Circle
Bosque Farms, NM 87068

[EXTERNAL] In favor of proposed new standards

Katie Bruell <ktbruell@gmail.com>

Thu 10/7/2021 5:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for rethinking our social studies standards to include a more full picture of the true history of our state and country. For too long everything our students learn has been focused on the point of view of white people. I appreciate you working to bring more voices and perspectives into the curriculum in the service of history and truth.

[EXTERNAL] Social Studies Standards

Erick Druva <edruva@montedelsol.org>

Thu 10/7/2021 8:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

It is vital to update our history so we can teach more accurately. Otherwise we will repeated history.

[EXTERNAL] Social Studies Revision

Andra Stradling <andrastradling@gmail.com>

Fri 10/8/2021 5:11 AM

To: Romero, Andres G. <andres.romero@nmlegis.gov>; Soules, William P. <bill.soules@nmlegis.gov>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Neville, Steven P. <steven.neville@nmlegis.gov>; alonzo.baldonado@nmlegis.gov <alonzo.baldonado@nmlegis.gov>

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Educating children a serious matter.

Should you decide to read the 36 pages of the NMPED state revised curriculum , you may want them to revisit this suggested revised curriculum .

Start with the suggestion that the Constitution be rewritten....

And calling our "Democratic Republic" a Democracy.

I feel a definition Critical Race Theory is imperative in any discussion about CRT and its varied forms in public school.

CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.

The establishment of some grand new curriculum that reflects the 109 year history of New Mexicans is a complete travesty in thinking. Making it seem culturally relevant makes it a complete distortion of reality because of attempting to confine it to some simple minded time frame as if nothing existed before, culturally. Before ever embarking on formalizing anything I suggest looking at Mexican history and the impact the Spanish had when they conquered what was at one time New Mexico by reviewing Carl Lawrence's "The Cross and the Sword". Without the relevance of that history the only culture relevance you would have is to the Native American history of our state which way predates it becoming a state.

I understand the desire to come up with some seemingly, socially just curriculum. The negativity in this curriculum cannot tell the whole story of the greatest of nations.

Read the revision. Where are the positives?

Andra Stradling
Flora Vista, NM 87415

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Andrew Butler <updownquark@gmail.com>

Fri 10/8/2021 8:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Andrew Butler. I live in Las Cruces and have 4 children aged 3 to 10. The school-aged ones are currently homeschooled, but we may consider public schooling in the future.

I noticed the article in the Sun News where PED is asking for feedback on revisions to the social studies curriculum. I read through the goals that have been set and I only wanted to say that I heartily approve, and wanted to encourage you to keep these standards.

I anticipate a large amount of negative feedback on some of the new themes, especially "social justice", "diversity", and "divergence from a singular cultural script". I believe that without proper emphasis on these themes, the study of history is worse than useless--it becomes simply a justification and glorification of one culture's history over others.

Of course we must always strive to treat feedback from both sides of an issue as equal before considering the arguments themselves, but I anticipate that much of the feedback you receive will be hate-filled and abusive. I merely encourage you to not back down in the face of hate.

Thank you for your time. I need no reply to this message.

Andrew

[EXTERNAL] Fwd: Proposed replacement of the NM Social Studies curriculum

Maggie Tyndorf <maggie.tyndorf@gmail.com>

Fri 10/8/2021 11:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I read the proposed outline for the replacement of our Social Studies curriculum with quite a bit of trepidation. I am the mother of four children, two of them currently in the Carlsbad Municipal Schools system. I have a B.A. in Anthropology and was raised overseas in Africa, South America, Indonesia and India. I was taught to learn the language and respect the culture of everywhere I lived. I also grew up appreciating the United States of America and the unique freedom and rights every of U.S. citizen. I have ancestors that fought in the Revolutionary War and settled in this country on both sides of the Mason Dixon line. My husband is a Polish Canadian green card holder whose grandparents immigrated to North America to escape combined Nazi and Russian atrocities. He has relatives in both the US and Canada. Like many other families, our history is rich, interesting and proudly shared with our children. We teach our children to appreciate everyone on their own merits, regardless of race, religion or culture. This is OUR job as their parents, not the school or the government's job.

This new curriculum is troublesome. It is grooming our children to be activists as soon as they enter Kindergarten. I believe young children are "color blind" and naturally do not look at color or culture. However, this new curriculum forces them to identify differences as young as 4 and 5 years old and lays a groundwork that expands through High School. For a state that is failing its kids in Reading and Math and falls VERY far behind on a National Level, the last thing the Department of Education should be doing is considering revising its Social Studies curriculum to include this very progressive agenda. Our kids have lost a lot of learning with the pandemic; we should be concentrating on recovering that loss and finding new and qualified teachers, not focusing on a new Social Studies curriculum.

That being said, this new curriculum is color coded. Having read through all 122 pages offered, there is sufficient reason to be alarmed at some of the changes. Simply put, they need to "Strikethrough" all the Red (Inquiry) and Orange (Ethnic, Cultural and Identity Standards) sections. There is a large amount of Purple that also warrants a closer look. Any section that is marked as "Critical Consciousness and Perspectives" or "Historical Change, Continuity, Context and Reconciliation" needs to be examined thoroughly to make sure these areas are taught factually and objectively with no ideological bias. For example, replace such phrases as "different people" with 'ALL people'. Proposed "Strikethroughs" would include getting rid of the High School level Ethnic, Cultural, and Identity Studies class. This is a class typically offered at a college or university level of education and should remain there as an elective option should a student be interested in following a career that would include this interest.

At any rate, this whole curriculum change is moot if we cannot get our students to High School with higher Math and Reading proficiency levels. New Mexico...HELP OUR CHILDREN please!!!

Sent from [Mail](#) for Windows

--

Maggie J. Tyndorf

[EXTERNAL] 6.29.11 NMAC

Shiv Desai <professorsrdesai@gmail.com>

Fri 10/8/2021 3:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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<https://www.srca.nm.gov/parts/title06/06.029.0011.html>

The link above is what I will be providing feedback on.

Thank you for the hard work put into this document. I strongly recommend less is more. I also would like to see more Indigenous history in the standards and discussions of sovereignty. There is discussion of the impact of colonization, but I think settler colonialism would be a better idea. You mention the Long Walk but I did not see the mention of Indian Boarding Schools as well as the forced adoption of Native children. One theme should be the different processes of educating and/or forced assimilation of Native children. I also think it is important to point out how Indigenous forms of government influenced the founding government here in US. An example would be the Great Law (Iroquois Nation).

I would like to see a discussion of the structural impact of slavery. How it impacted the laws, economic, political systems, norms and culture even more. You mention Dr. King but there were so many other leaders in the Civil Rights movement. I would love to see Bayard Rustin, Fannie Lou Hamer and others. I would love to see more on student walkouts in Birmingham, LA, and RGV. What were they fighting for and what inspired this call for action.

Finally, I would like to see more discussion on New Mexican's relationship with land.

--

Sincerely,

Shiv

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

[EXTERNAL] New Social Studies Standards

Arleen Standiford <arleen.standiford@gmail.com>

Fri 10/8/2021 6:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a social studies teacher at a middle school in New Mexico. I support the CURRENT New Mexico standards and do not want to throw out the standards we currently have for a new set of standards that have not been thoroughly reviewed by New México's social studies teachers across the state. Please permit me to give you four reasons.

- 1) These "new" standards are a copycat of critical race theory and I do not support revisionist history.
- 2) They are too wordy and too vague. It reminds me of the Common Core (CC) English Standards. At the beginning of the school year, I downloaded and printed both the CC English and Social Studies for my lesson planning and the CC standards used a ridiculous amount of paper while the social studies standards were manageable. More is not always better.
- 3) We are a unique state with a unique heritage that deserves to be told. We don't need a cookie cutter version of a national standard that waters down our rich heritage.
- 4) You have not given social studies and other stake-holders teachers sufficient time and resources to really go over these standards. This smells of a top down distribution and we New Mexicans are better than that. That is not how we do things here in New Mexico.
- 5) The only thing worth salvaging from the "new" standards is the focus on the processes and inquiry; however, this could be summed up in less than one page and added to the current standards.

Please at least table this and ensure that New Mexico social studies teachers are able to get the time we need to go over them. We have been extremely busy with Covid and want to meet to discuss this. Please also make the links easier to access. The online version is very cumbersome to reach and loads very slowly.

Thank you,
Arleen Standiford
Carlsbad

[EXTERNAL] RGF offers comments on PED's critical race theory laden social security standards

weeziesdream via PrintFriendly <no-reply@m.printfriendly.org>

Sat 10/9/2021 7:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

weeziesdream@gmail.com sent you an article

Keep CRT out of our schools, stop teaching division and start creating unity for our kids and our country.

RGF offers comments on PED's critical race theory laden social security standards

Please see the following comments regarding the Public Education Department's proposed social security curriculum. (Here is a PDF of our comments). See the actual comments below the discussion of HOW to submit your own! PED is NOW accepting public comments and will do so until November 12, 2021 at 5 p.m. (MDT). There will be a public hearing Friday, November 12 from 1 p.m. to 3 p.m. (MDT) at...

[Read More](#)

[EXTERNAL] Opinions on Changes in Social Studies Curriculum

Richard Williams <rtw88220@yahoo.com>

Sat 10/9/2021 7:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning.

We are against changes in the Social Studies Curriculum for New Mexico Schools that would include anything teaching of Critical Race Teaching, CRT, which denigrates teaching of how America was formed, how many of the founding fathers put their lives on the line to stand in defiance of the King of England who wanted Americans to be under his complete control. We need to have a true history of America, not some slanted anti-good feeling about how America was formed. We do not need the public financed school system, in which, we pay taxes to preach hate of America and to make our children feel bad that we are Americans living in this great country. We want our opinion heard and listened to. We do not want this to be another NM Secretary of State meeting in which it was a foregone conclusion, already fixed, to not listen to anyone but to pursue the Democrat agenda and ignore the rest of us citizens of New Mexico who do not want another type of King of England telling us what to do. Again we do not want to see any changes in teaching our children about our great country that we are proud of.

Richard and Emilia Williams

[EXTERNAL] Changes in Social Studies being taught in NM Schools

Richard Williams <rtw88220@yahoo.com>

Sat 10/9/2021 8:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning.

1. What is the rush to force New Mexico Schools to teach Critical Race Theory to be taught to our children? It is anti-American. No what name is used by the Public Education Department, it is being used to teach our children to hate America and to be ashamed of our great history, our leaders that put their lives on the line to defy the King of England and his dictator rulings.
2. Our children should be taught how great America is. If it is so bad according to CRT, why are there so many people trying to come into the United States to get away from dictatorships from around the world?
3. 3 whole minutes to give a person's view at the November meeting. Does that mean you have already made up your minds and this is just window dressing to pretend you listen to us taxpayers who through taxes and bond issues pay and pay so our children will have a good education, not a anti- American, anti-freedom, anti-capitalism, pro-socialist agenda.
4. We are against any changes in teaching of Social Studies in NM Schools and want to know also what your rush is to force the schools and our children to agree with the Democrats plan for a one party system.

Thank you for your time.

Richard and Emilia Williams

[EXTERNAL] Changes in Social Studies teaching, meeting on November 12,

Richard Williams <rtw88220@yahoo.com>

Sat 10/9/2021 8:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning.

You pick November 12 for us to have a 3 minute presentation, when guess what November 11 is Veterans day, Many people will take off Nov.11 on Thursday and take off also Nov 12 to be with family, leave town. Is that why you all picked that day for public comment? Basically so few with show up to your already plan to force CRT into our schools?

What is the rush to have false teaching into our schools? Remember we are the taxpayers who vote for bond issues, higher taxes to have our children taught how to read, write, arithmetic, not Anti-American rhetoric.

3 minutes, will you even listen or is this a foregone conclusion to brainwash our children to hate America, hate capitalism, vote for a one party political system?

We are against any changes to any teaching in our schools that promote hatred of America.

If you really wanted to hear opinions, you would allow for more than 3 minutes and you would not rush to shove this down the taxpayers throats.

Thank you for your time.

Richard and Emilia Williams

[EXTERNAL] Comments to NM PED Proposed Social Studies Standards K-12

Rick R <rreynaud23@gmail.com>

Sat 10/9/2021 9:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Soules, William P. <bill.soules@nmlegis.gov>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>

📎 1 attachments (120 KB)

6.29.11-NMAC_Social-Studies_Integrated_9.28.21_WebFinal MARKUP RICK.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM PED, here are my comments. I have attached a marked-up copy to my email that I hope you can include in the record, but if not here is my Summary:

Begin remarks:

These standards contain history based on a negative view of our Nation. Here's an excerpt-example from the proposed U.S. Anchor History High School standards:

“Evaluating what an efficient, equitable, and just economic system would look like in the United States;”

So we don't have a “just” economic system in the U.S.?

The U.S. is and has been the standard of excellence for true Justice in the world, economically and otherwise. The U.S. Constitution, the greatest achievement of mankind, is derided by these historical revisions. This is the basis for my voluminous objections to these revised standards.

My overall recommendation: Scrap this and revert back to the previous Standards. If the standards are to be re-written, then the divisive and utterly non-productive ethnic/identity standards must be dropped. Negative assessments of this nation proclaimed as “matters of fact” must not be tolerated.

V/R

Rick Reynaud, Parent and Concerned Citizen

Las Cruces, NM

End remarks.

Summary of my Marked-up review of the proposed Standards, attached. This is not definitive.

Ethnic, cultural, and identity standards. 1 of 6 major strands for each grade level from K to 12. Delete this strand for southern NM (Las Cruces). What if one parent is white and one hispanic? It's about a century too late for NM PED to implement this in Las Cruces. “Ethnic, cultural and identity” is divisive and should be off limits in public education.

Equity/inequity: at least 10 instances. ***Either define “equity” at each occurrence or delete.***

Ally: 3 instances, ally is a divisive political term which means whites who support the nebulous term “equity”, and if you don't support - then you're not an ally.

Reconciliation: 12 times, who reconciles to who, and who decides the terms of the reconciliation?

Questionable Anchor Standards for High School. More than a dozen and not definitive. This is revisionist history that derides our nation, and to what end? Nobody is saying don't teach true history.

Take action: 3 instances. This is partisan rhetoric.

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Questionable Anchor Standards for High School. More than a dozen and not definitive. This is revisionist history that derides our nation, and to what end? Nobody is saying don't teach true history.

Take action: 3 instances. This is partisan social justice rhetoric.

**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 trade 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.

- and **reconciliation** by:
- (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;

- sources; and
- (c) citing specific textual evidence to support analysis of primary and secondary
- view on a certain topic.
- (d) using primary and secondary sources to analyze conflicting and diverse points of
- (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

past and present.

(f) explaining examples of cultural diffusion into and out of New Mexico from the

(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 Pueblos;
 - (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) 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.

[6.29.11.17 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;

political systems;
time; 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;**

- America;
- (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.

[EXTERNAL] Comments on Proposed New Mexico Social Studies Curriculum Standards

Jeffrey Mahn <jamahn47@gmail.com>

Sat 10/9/2021 4:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (27 KB)

Comments on Proposed NM Social Studies Standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I have attached my comments on the proposed New Mexico social studies curriculum standards in a Word document. Please provide a timely response to this email confirming that these comments have been received and are readable. If otherwise, I will send a printed copy of my comments by normal mail before the specified deadline.

If necessary, I can be contacted by telephone at 505/823-4796

Respectfully,
Jeffrey Mahn

Comments on Proposed NM Social Studies Standards

P. 8, Social Studies Strand 5 (Ethnic, Cultural, and Identity Studies) – With its emphasis on characteristics that divide people, this strand will only promote tribalism and do nothing to enhance unification of school children as Americans. The intent of this strand appears to be a desire to increase, rather than to decrease, class consciousness, to accentuate artificial inequities, and to promote envy and hostility instead of unity.

P. 9, Guiding Principles

Bullet number 1, Major historical themes – These are Marxist-oriented themes devoid of morality. There are no “developmentally appropriate ways” to teach these topics without prior development of moral character in students. Otherwise, it is just indoctrination, which has no place in American public education.

Bullet number 3, Divergence from a Eurocentric cultural script – “Eurocentric cultural script” is a meaningless phrase that demeans the foundation of American culture and exalts alternative cultures that didn’t survive the historical development of the United States. This topic should only be approached from the viewpoint of accurately comparing competing values and characteristics of alternative cultures with an intent to understand why such cultures did not survive. Note that an honest evaluation of the culture upon which America was founded must extend back to biblical Christianity, a topic that is unfortunately prohibited in American public schools.

“Equitable inclusion” is another meaningless phrase that implies alternative cultures have been unjustifiably suppressed in American history.

The phrase “accurate historical stories reflecting other cultural perspectives” is ambiguous to say the least. Are such “reflections” to be stories, or accurate historical observations? What assures the objectivity of historical observations? This appears to be just another path for indoctrination.

Bullet number 4, Identifying tools to share authentic stories including the study of relationship between power and oppression – This is an absurdly meaningless “guiding principle” (tools to share authentic stories?). Power and oppression is a typical Marxist theme intended to divide people into feuding classes and generate unwarranted hostility. This topic has no place in American public education other than to address why people living under Marxist governments aren’t free.

Bullet number 5, Development of a strong critical historical consciousness while allowing students to maintain his/her/their own cultural integrity – In addition to promoting ridiculous pronoun political-correctness (his/her/their), this “guiding principle” promotes tribalism.

Bullet number 7, Utilizing historical events from a future focused orientation – This “guiding principle” is anything but guiding. It is totally incomprehensible. If this principle is meant to convey the message that students should formulate lessons to be learned from past history, then that message can be communicated very clearly and succinctly, which it has not been, so I suspect it is code for more Marxist indoctrination.

Some of the Themes and many of the proposed Performance Standards are clearly meant to create divisiveness and hostility between white Americans and black Americans, and between white Americans and indigenous Americans. The wording of the proposed standards intentionally vilifies America as a Euro-centric, racist country and portrays white Americans as cruel oppressors – obvious Marxist narratives. This is not what should be taught in American public schools. Objective black American and indigenous American perspectives can be integrated into social studies curricula without instigating hostility and outright hatred against white Americans. The narrative that America is, and always has been, a racist country is a Marxist ploy to use past history to permanently implant division and hostility among today’s Americans.

P. 39, Theme 2 – Inequality and Justice in the U.S.

Performance Standard 5.12, Describe how inequity in the United States laid the foundation for conflict that continues today.

First, “equity” is a false Marxist narrative. There never has been “equity” in a world in which people are free and there never will be because no two people are alike. Free people have different aspirations, different goals, and different motivations. They make different decisions and react differently to life’s events. Therefore, outcomes will be different – the inevitable inequities that result from individual freedom. That inequities must always produce conflict is also a false Marxist narrative. The Marxist indoctrination inherent in this performance standard will be that elimination of individual freedom is the only way to achieve “equity.”

Second, the idea that today’s conflicts in America are attributable to inequities that began with America’s founding is also a false narrative. It is Marxist indoctrination to teach that America’s founding was the origin of all forms of prejudice that caused the conflicts we observe today.

This “performance standard” will only promote unwarranted divisiveness. Focusing on “equity” as the solution to conflict is a false hope that can only create more hostility.

P. 40, Theme 3 – Human Rights and Economic Development

Performance Standard 5.20, Analyze how economic success is defined differently by various communities in the U.S. (then, now, and in the future).

First, one needs to know something about economics before one can even attempt to define economic success. If students know nothing about economic models, it is absurd

to believe they can even construct a meaningful economic model on their own. This looks like another pathway for Marxist indoctrination, rather than an honest look at differing economic models.

Second, who determines the “various communities” for which “economic success” is to be defined? I suspect that “various communities” will be artificially constructed for the specific purpose of indoctrination.

Third, you can’t analyze something for which there is no data (in the future). All one can do is speculate about what constitutes economic success in the future, or indoctrinate, which is what I believe is the purpose of this performance standard.

I suspect that the intent of this performance standard is to denigrate the economics of capitalism. An honest evaluation of economic models would include an unbiased comparison of centralized, decentralized, and true free-market-based economies.

Performance Standard 5.22, Examine products that are imported and exported into markets within the United States based on demand for these products, noting how this affects the United States economy.

It is quite unclear how products can be “exported into markets within the U.S.” Products that are exported from the U.S. go to other world markets.

Balancing the supply of products with the demand for those products is key to proper functioning of a capitalist economy. While some products are made within the U.S., some products necessarily need to be imported from other countries. This performance standard would appear to be promoting the teaching of Economics 101, which would be a desirable objective for American elementary school children. However, based on the awkward wording of this performance standard, I suspect there is a more perverse intent here. I hope I am wrong.

P. 41, Theme 4 – Human Impact on Environment

Performance Standard 5.25, Demonstrate how the states are organized

It is really unclear how a student would go about demonstrating “how the states are organized.” The purpose of this activity is of highly questionable value, which leads me to believe that this is code for more Marxist indoctrination.

Anchor Standard Geography 13, Human-Environmental Interactions and Sustainability

“Sustainability” is another false Marxist narrative associated with a utopian ideology.

An appropriate performance standard for this anchor standard should be tied to an unbiased understanding of the importance of environmental awareness and conservation to responsible stewardship of Earth's resources.

P. 41, Theme 5 – Identity in Multiple Spaces

It appears that the intent of Performance Standards 5.29 and 5.31 is to indoctrinate students with the Marxist narrative of the oppressed versus the oppressors.

P. 99, Theme 1 – U.S. Origins and Origin Stories

This theme, as evidenced by the underlying proposed performance standards, appears to focus solely on America's history as (ostensibly) perceived by its indigenous population. While the history of North America's indigenous people preceding the arrival of Europeans is worth telling, an obviously biased account of American history subsequent to the arrival of Europeans can only promote loathing of America's founders and explorers.

This appears to be another pathway for Marxist indoctrination, promoting the Marxist narrative that Americans of European descent are still oppressing the descendants of North America's indigenous peoples.

P. 100, Theme 2, Early America: The American Revolution and Constitution

Performance Standard 9-12.US.25, Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions.

While all three revolutions involved uprisings of "oppressed" people, the outcome of the American Revolution had very little in common with the outcomes of the other revolutions. I suspect the purpose of this comparison is to show the American Revolution in an unfavorable light, which is not the way the American Revolution should be taught in America's schools.

Performance Standards 9-12.US.27, 28, and 29 are more Marxist narratives with an obvious intent to induce revulsion and hatred of America.

P. 101, Theme 3, Westward Expansion, 1787-1876

Performance Standard 9-12.US.37, Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.

Slavery in the Caribbean islands and South America is irrelevant to American history. This is just another pathway for Marxist indoctrination promoting a false narrative that America was the cause of slavery in the western hemisphere. "Analyzing" how banks, insurance companies, and other institutions profited directly or indirectly from the slave

trade and slave labor is pure speculation intended to implicate all of America's institutions with systemic racism – another false Marxist narrative.

Performance Standards 9-12.US.38 – 41 are continuations of the false Marxist narrative that the evolution of America as a nation is rooted in racism.

P. 103, Theme 5, Reconstruction, 1865-1877

Performance Standard 9-12.US.50, Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.

This performance standard is intended to promote the artificial narrative that 21st century Americans owe reparations to black Americans for 19th century slavery. The intent of this narrative is to create 21st century racial division and promote the false allegation that America is still a racist country. This is not what should be taught in America's public schools.

Performance Standard 9-12.US.53, Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.

This performance standard has no relevance to America's Reconstruction Period and is nothing more than a ploy to falsely place an irrelevant, polarizing late 20th century cultural controversy into a 19th century setting. This is blatant Marxist indoctrination.

P. 104, Theme 6, Rebuilding the United States: Industry and Immigration, 1865-1920

Performance Standard 9-12.US.56, Evaluate what an efficient, equitable, and just economic system would look like in the United States.

This performance standard is obviously intended to denigrate capitalism in favor of a false utopian economy – more Marxist indoctrination.

P. 105-106, Theme 7, Imperialism, 1890-1920; Theme 8, Progressivism and World War I; Theme 9, Conflicts and Transitions, 1920-1929

These themes, as evidenced by some of the underlying proposed performance standards, are obviously intended to cast America as a nation that oppressed native peoples in both the United States and other parts of the world, and oppressed progressive ideas and perspectives within its own population.

First, America has never been an "imperialistic" country. This is another false Marxist narrative.

Second, while some "progressive" thought and ideas may not be popular within the American populace, the idea that "progressives" have been the victims of oppression is

simply Marxist indoctrination. The truth is that the objective of American “progressives” is to rule America with absolute authority and limit the freedoms of those who disagree with them – Marxism at its finest.

P. 121, Ethnic, Cultural, and Identity Studies

These topics, as evidenced by most of the underlying proposed performance standards, are obviously intended to create divisions, distrust, and hostility among Americans. Topics such as these that have been highly politicized need to be addressed in an objective manner with respect and honesty. Unfortunately, that is not the approach that comes across in the proposed performance standards.

Concluding Comments

I have only reviewed the details of the specific proposed standards addressed above. I was dismayed to find them riddled with Marxism, and can only assume that the entirety of the proposed social studies standards are likewise biased toward Marxism.

It is OK to teach American students about the grievous parts of America’s past and present as long as that is not the sole focus of such teaching. A balanced approach must be employed, promoting the moral aspects as well as addressing the immoral aspects that we would like to remedy and which should serve as lessons for future generations.

Schools should not be indoctrinating American students with Marxist doctrine. Nothing good has ever resulted from Marxism because there is no moral basis for Marxism and Marxists have no moral conscience. Marxist dictators have killed millions of innocent people. Marxism should be addressed as the evil it is and nothing more.

While American leaders and others who have significantly influenced American life have not always been of upstanding character, we must teach our children the truth about human nature and how we must always be striving to overcome the bad and ugly aspects of our nature with good. This is the only way that Americans of all races and ethnicities will become united. Marxism does not unite. It only destroys.

[EXTERNAL] Social studies standards proposals

Vince Gutschick <vince.gutschick@gmail.com>

Sun 10/10/2021 11:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED Staff,

I fully support the teaching of recent events (the Afghan War, the Arab Spring, etc.) and of recent social movements (e.g., Black Lives Matter). In my own early education, the coverage of then-recent events in my history classes was pitiful. I knew about these events, fortunately, but most students did not, to the detriment of their understanding of what they faced in their lives. Lack of knowledge of events and social changes by individuals is also to the detriment of their fellow citizens. Uninformed and misinformed citizens help elect leaders who are antithetical to choosing the most pragmatic and moral courses of action.

Sincerely,

Vince Gutschick

--

Chair of the Board, Las Cruces Academy lascrucesacademy.org

Prof., Emeritus, Biology, NMSU

vince.gutschick@gmail.com (575) 571-2269

Humans celebrating Earth Day is like fleas celebrating Dog Day – Jimmy Kimmel

I'm richer than you are. I have all the money I need, and you don't – Sierra Club founder John Muir to railroad heir Averell Harriman

[EXTERNAL] NM's proposed social studies curriculum

Mary Cockburn <marycockburn.realtor@gmail.com>

Sun 10/10/2021 3:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern;

I am a parent, grandparent and have taught in private schools, been the head of a private school K-12 and worked in public schools helping in after school tutoring. Education is very important and must be done in a manner that allows a student to grow in his thinking without inhibitions on what that is. A student should be taught HOW to think and then be given data about a subject and allow him/her to think on his own about that subject.

The sections of the proposed social studies curriculum that I have read are being taught from a viewpoint that what has created the United States of America is all bad and wrong. Then instructs a student to think that way and answer questions. Instead of presenting the information to the student, good and bad, and then letting the student look at it and decide if it is correct or not or maybe needs some improvement.

The curriculum acts as an indoctrination and not as facts to educate.

Anytime you stress the importances of outnesses/wrongness that is what you put a person's attention on and that is then what gets acted out. If one puts more attention on what has been right about our country and also talks about what was not right, one would get more productivity from all and teamwork with all.

The proposed curriculum teaches to look for discrimination in everyone when in actual fact it is not in everyone, it is only in a few. If you are taught to be a victim then that is what you will be, if you are taught that you create and make your life, then you become a responsible and successful person, no matter what your skin color is.

Your curriculum teaches that one is either good or bad depending on their skin color. That is not true. Every person, when born, is basically good. One has to be taught to be bad no matter their skin color.

Please DO NOT put any part of Critical Race Theory in our curriculum for our NM students. We need to be working on getting students reading at grade level not wondering what skin color is better than another, when in fact it isn't. It is what the individual does that makes a person good or bad.

Thank you for your time in reading this.

Mary Cockburn
505-639-2090

[EXTERNAL] Social Studies Curriculum

Gene Reese <gene.reese.gr@gmail.com>

Mon 10/11/2021 10:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (12 KB)

Letter to PED of NM.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NM Public Education Department

Dear Mr. Sena, I have attached my letter concerning the curriculum you are wanting to implement into our classrooms in our state. Please read.

Thanks for your time, Autry Reese

To: Public Education Department of New Mexico

Dear Member, We are writing our comments and concerns about the new course in Social Studies you are considering for our classrooms. So often our students are being indoctrinated to a slanted viewpoint instead of being taught true facts. This has been going on for decades about our true historical founding of our great country. This course that you are wanting to implement into our school systems around the state are doing the same thing and we are strongly against it! Our country is NOT systemic racist as so many are proclaiming. For sure there are racists in our country and they always will be but that is entirely different than stating that the whole country is racist. The idea that the white race is superior to others is completely false and against all that our Constitution and Declaration of Independence declares - "All (every race) men (people) are created equal"! Critical Race Theory may not be named as such in this course but the same principles will be taught and that is an evil teaching that has NO place in our classrooms! Every person has the same opportunities in this country if they have the determination to succeed in life. God has given to each of us the exact same kind of brain that functions the same in us all.

In conclusion, we do not want any part of Critical Race Theory or similar teaching in this social studies course! The indoctrination of our children must cease!

Autry E. Reese

Edith J. Reese

[EXTERNAL] CRT curriculum

Deborah Beard <iceandcattle@yahoo.com>

Mon 10/11/2021 10:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

The new social studies/history curriculum being pushed on New Mexico schools is inappropriate and divisive. I am a 35+ years educator and a National Distinguished Principal. It sickens me that we are instilling hate for each other through school curriculum. Teaching factual history- the good, the bad and the ugly, is the best way to educate about our past and hopefully keep us from making repeated mistakes.

We are all Americans regardless of our skin color. The character of a person is far more important than skin color. What you are proposing to teach our students is that skin color is all that matters. This is un-American.

If the PED of New Mexico pushes this curriculum it will have adverse affects on our children and our country.

Please don't ruin our country by pushing this curriculum on our children.

Thank you,

Deborah Beard
National Distinguished Principal 2014

[EXTERNAL] SUPPORT FOR NM H.S. STANDARDS THAT MAINTAIN A FOCUS ON OPPRESSION/RESISTANCE AND SOCIAL JUSTICE

Nancy Lopez <lopeznancy2u@gmail.com>

Mon 10/11/2021 10:27 AM

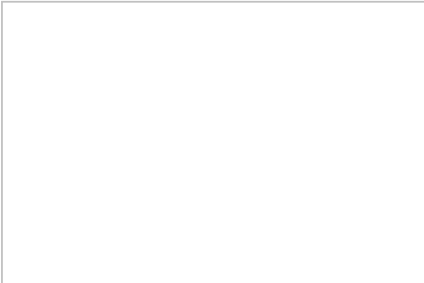
To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As resident of Albuquerque, NM for over two decades and as a sociologist of race, ethnicity, gender and social equity, I write in strong support of maintaining high school standards that maintain a focus on oppression/resistance and equity. The evidence is clear. These types of courses reduce inequalities. Please see article reporting on recent peer reviewed study showing the impact of these types of courses are enduring for reducing inequality. Critical thinking and deep understanding of the history of the complex history of New Mexico is key for reducing inequalities as an ethical and economic imperative and it will benefit the entire state of New Mexico. It is important to note that more than twenty states have implemented ethnic studies as a lever for reducing social inequalities and California just made it a graduation requirement.

With appreciation,
Nancy López, PhD

<https://ed.stanford.edu/news/ninth-grade-ethnic-studies-helped-students-years-stanford-researchers-find>



[Ninth-grade ethnic studies helped students for years, Stanford researchers find | Stanford Graduate School of Education](https://ed.stanford.edu/news/ninth-grade-ethnic-studies-helped-students-years-stanford-researchers-find)

A ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating and likelihood of enrolling in college, according to a new study of a curriculum offered at the San Francisco Unified School District (SFUSD).. The findings, which follow up on earlier research by two of the

ed.stanford.edu

A ninth-grade ethnic studies class has a remarkably prolonged and strong positive impact on students, increasing their overall engagement in school, probability of graduating and likelihood of enrolling in college, according to a [new study](#) of a curriculum offered at the San Francisco Unified School District (SFUSD).

The findings, which follow up on earlier research by two of the authors indicating short-term academic benefits of the course, appeared in the *Proceedings of the National Academy of Sciences* on Sept. 6.

The study provides “compelling and causally credible evidence on the power of this course to change students’ life trajectories,” said Thomas S. Dee, a professor at Stanford Graduate School of Education (GSE) and senior fellow at the [Stanford Institute for Economic Policy Research](#) (SIEPR).

Dee co-authored the study with former GSE doctoral student Sade Bonilla, now an assistant professor at the University of Massachusetts at Amherst, and Emily K. Penner, an assistant professor at the University of California at Irvine and former postdoctoral researcher at the GSE.

Lasting gains

The study was done in collaboration with SFUSD as part of a [research-practice partnership](#) with the GSE that began in 2009. In 2010, SFUSD launched a pilot program in which students were automatically assigned to an ethnic studies course as their first-year social studies requirement if they had a GPA of 2.0 or less. About nine in 10 were Hispanic, Black or Asian.

In 2017, Dee and Penner published a [study](#) showing academic gains at the end of ninth grade (e.g., higher attendance, grade-point averages and credits) among students encouraged to take the course. The researchers weren't sure the gains would last over time, as countless promising academic interventions fade quickly.

But this one stuck. For one thing, attendance improved: Students who participated in the course came to school more often during their remaining time in high school, for a total of one additional day of school every two weeks.

By their fourth year of high school, the students had also passed six more courses than a comparison group. More than 90 percent graduated within five years, versus 75 percent of their peers. They were also 15 percent more likely to enroll in college within six years. (At the time of the study, they were not yet old enough to graduate college.)

Parallels with psychological interventions

How could one class in ninth grade have such a large effect? While there are many theoretical perspectives on the academic impact of ethnic studies, Dee underscored its parallels with recent insights from social psychology. Targeted psychological interventions that promote a sense of belonging in school, affirm personal values and forewarn about stereotypes have all shown promise in improving student engagement and motivation.

Dee noted that ethnic studies share these features and resemble “an unusually sustained and intensive social-psychological intervention.”

In SFUSD's ethnic studies class, for example, students examine the role that their ancestors played in history, getting into the experiences of groups that have been literally pushed to the margins of textbooks. They study, in-depth, discrimination against various groups of people based on their race, social group, ethnicity or country of origin.

“The biggest thing that happens in an ethnic studies course, I believe, is that students get to approach an academic course from the perspective of their own experience,” said Bill Sanderson, assistant superintendent of high schools at SFUSD. “Everything is approached in the course from the experience of the students.”

Though the principles of the class remain set, teachers tailor the content to the ethnic and racial communities at their school in order to “to bring relevant curriculum that these students can identify with,” Sanderson said.

Critiquing history cultivated students' analytical abilities across classes, and the focus on anti-racism catalyzed their idealism. But the work of the course goes far deeper than that, the researchers said.

“There's long-standing evidence that many historically underserved students experience school environments as unwelcoming, or even hostile,” said Dee. Those in this pilot, particularly, hadn't done well academically and didn't feel like they belonged. And ninth grade can be a nerve-racking, transitional year.

Ethnic studies gave students “the opportunity to see their community reflected in the curriculum,” said Bonilla. Learning about their ancestors’ contributions made them feel proud and made school feel relevant, contributing to a sense of belonging. Learning about oppression and stereotypes in action reminded students that not every failure is an individual’s fault. Students conducted research projects out in the community and connected school with their lives.

Beyond ethnic studies

From there, once a student starts doing well, you’re “starting a stone rolling downhill,” Dee said, catalyzing greater motivation.

“There’s a basis in the science of learning for why courses like this can change students’ learning trajectories,” Dee said. “And if the mechanisms we’re describing are really valid, then this goes well beyond ethnic studies,” encouraging schools to make their teaching culturally relevant across subjects.

Education policymakers have focused recently on “curricula as the low-hanging fruit of education reform,” or something comparatively simple to change, Dee said.

Nevertheless, the results might not be easy to replicate. The district honed the curriculum over several years with faculty at San Francisco State University, home of the nation’s first ethnic studies college program. Many of the initial set of teachers had studied in that department and learned how to manage debate on sensitive subjects, Sanderson said.

Efforts to replicate this success without similar teacher supports and careful implementation are unlikely to be successful, Dee said, and may even trigger unintended and negative consequences. “Consider the potential educational and political fallout of asking teachers to discuss unusually sensitive topics in the classroom without the proper training to do so effectively.”

This is an especially pertinent consideration now, in the middle of a new wave of political controversy about history curriculum. While states and school districts are increasingly adopting requirements and standards for K-12 ethnic studies, some state legislatures are debating bills to ban the *1619 Project* or critical race theory, a scholarly academic analysis of structural racism.

SFUSD, for one, isn’t going back. Its board voted this spring to make ethnic studies a high school graduation requirement.

“Ethnic studies is an important part of every young person’s education,” SFUSD board president Gabriela Lopez said in a [statement](#) issued by the district in March, which pointed to research showing the curriculum’s impact on GPA across disciplines, high school graduation rates, college-going rates and sense of belonging.

See also: <https://abc7.com/ethnic-studies-california-high-school-gavin-newsom-definition/11100653/>

[EXTERNAL] New proposals to cultural education changes

Janet Martinique <jmarq952@yahoo.com>

Mon 10/11/2021 10:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Yes, I approve changes to add cultural education, awareness and truth to education; and stop white approach only to history.

Janet Martinique

Las Cruces registered (white) voter.

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Changes to Social Studies:

WILLIAM HARLEY <wharley505@yahoo.com>

Mon 10/11/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The changes to NM Social Studies includes Black Lives Matters. As any sane person knows is a Hate filled Racist , Marxist operation. How dare you people try to and twist a child's mind. Shame on each of you. What kind of people do us tax payers have to stomach.

It seems that NM always strives to emulate California. By the way I used to be a moderate/liberal Democrat, no longer. I'm also a fifth generation New Mexican. Give up the poison of CRT.

W.R. Harley

Sent from [Mail](#) for Windows

[EXTERNAL] revised standards

Barbara Lenssen <barbaralenssen@comcast.net>

Mon 10/11/2021 5:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Keith K. Anderson <keithkanderson@comcast.net>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Congratulations on the new standards. I do think that you should include something about Jan. 6 since it was such a remarkable attack on our constitution and our democracy.

Sent from [Mail](#) for Windows

[EXTERNAL] Social Studies revision 2021

Andra Stradling <andrastradling@gmail.com>

Mon 10/11/2021 7:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Educating children is a serious matter.

Should you decide to read the 122 pages of the revised curriculum, you may want to revisit this suggested curriculum.

Start with the suggestion that the Constitution be rewritten.
And calling our democratic Republic a Democracy.

I feel a definition Critical Race Theory is imperative in any discussion about CRT and its varied forms in public school.

CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.

The establishment of some grand new curriculum that reflects the 109 year history of New Mexicans is a complete travesty in thinking. Making it in some way seem culturally relevant makes it a complete distortion of reality because of attempting to confine it to some simple minded time frame as if nothing existed before culturally. Before ever embarking on formalizing anything I suggest looking at Mexican history and the impact the Spanish had when they conquered what was at one time New Mexico by reviewing Carl Lawrence's "The Cross and the Sword". Without the relevance of that history the only culture relevance you would have is to the Native American history of our state which way predates it becoming a state.

I understand the desire to come up with some seemingly socially just curriculum. The negativity in this curriculum cannot tell the whole story of the greatest nations.
Read the revision. Where are the positives?

Andra Stradling
Flora Vista NM 87415
505-320-0160

Sent from my iPhone

[EXTERNAL] Critical Race Theory

Adam Davis <adamkdavis@yahoo.com>

Mon 10/11/2021 8:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing as an NM parent to oppose the attempt to put critical race theory in the social studies standards.

I am writing as the father of a child of mixed race. I will start by stating in no uncertain terms that my child IS NOT OPPRESSED. My wife is NOT OPPRESSED and I sure am not their oppressor in ANY WAY. How dare you think you can teach my boy starting as young as elementary school that I am an irredeemably evil white supremacist who subconsciously hates his mother and that my every interaction with her and in fact our entire relationship is rooted in imperialism and racism from centuries before any of us were even born. HOW DARE YOU!!!! WHAT SUPREME ARROGANCE OF YOU to think that you can take my boy from me and tell him he's half-racist against his own mother. Bi-racial children will suffer the most from this systematic child abuse you are once more attempting to pedal as they don't fit so neatly within your collective people groups. In fact the woke left, much like the Ku Klux Klan does, consider biracial people an abomination.

I am being proactive. Mark my words, my son will NEVER attend a public school in this state. NEVER!!! I love my son too much to put him this form of child abuse.

Adam Davis
Roswell

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Proposed Social Studies Curriculum

Donald Gluck <dgluck@unm.edu>

Tue 10/12/2021 6:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The following are inappropriate or objectionable subject matter in the proposed curriculum:

1. In Ethics, Cultural and Identity Studies there is a requirement that students assess how social policies and economic forces “**offer privilege or systemic inequity in accessing social, political, and economic opportunity.**” This is classic CRT theology. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continue focus on the **differences, rather than the similarities**, among various groups of people. This, too, is classic CRT as the purpose is to divide people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous example where a teacher can impose the notion of “justice and fairness,” **unequal power relations, “past and current injustices”**, although those terms are open to many interpretations. These phrases are also classic CRT as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, a requirement that students “**evaluate what an efficient, equitable, and just economic system would look like in the U.S.**” This is again classic CRT as it imposes the belief on students that our current capitalistic system must be eliminated in order to eliminate racism. 6.29.11.21(A)(1)(i)
5. Within High School U.S. History, students are required to create an action plan for a **more just and equitable America for diverse groups** of people including Native Americans and African Americans. This is another CRT theology component in that America is automatically unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
6. Within High School U.S. History, students are **required to examine the past, present, and future of gun violence in the U.S.** Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. No positives regarding gun usage by women or minority groups are put forth. 6.29.11.21(A)(1)(gg)
7. In the 5th Grade, students are required to describe how **inequity in the U.S. laid the foundation for conflict that continues today.** Another classic example of CRT as it stresses racial disparity in terms of inequality. 6.29.11.13(A)(3)(b)
8. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. How about pairing this with a discussion of Communism and the negative impact it has had in Cuba and other Latin American nations. 6.29.11.21(A)(1)(x)
9. In the 7thGrade, students must compare the patterns of exploration, **destruction and occupation** of the Americas by the Spaniards. 6.29.11.15(D)(3)(g)
10. Within High School U.S. History, students must explore the movement against **police brutality.** 6.29.11.21(A)(3)(mm)

Thank you.

Donald Gluck

Albuquerque, NM 87123

[EXTERNAL] Re: NMPED Requests Public Feedback on Proposed Social Studies Standards

James Morris <nolimitallstars1@hotmail.com>

Tue 10/12/2021 8:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

So you want public feedback on a proposed Social Studies standards change, but you won't listen to the public when it comes to COVID and the daily emails we get from RRPS about positive COVID cases in the schools? Seems legit to me.

James Morris

From: Rio Rancho Public Schools <no-reply@rrps.net>

Sent: Tuesday, October 12, 2021 8:49 AM

To: nolimitallstars1@hotmail.com <nolimitallstars1@hotmail.com>

Subject: NMPED Requests Public Feedback on Proposed Social Studies Standards

Good morning Rio Rancho Public Schools Parents & Guardians,

As you may be aware, the New Mexico Public Education Department (NMPED) is working collaboratively to update and redevelop the Social Studies Standards for New Mexico schools. The current Social Studies Standards in New Mexico were last revised in 2009.

The NMPED would like public feedback and comments on their proposed Social Studies Standards. To provide feedback, see below:

- The state has extended the public comment period on the updated social studies standards through Friday, Nov. 12. This includes an additional 15 days beyond the legal requirement for review and comment.
- Written comments may be submitted:
 - By email to rule.feedback@state.nm.us
 - By regular mail addressed to John Sena, Policy Division, New Mexico Public Education Department, 300 Don Gaspar Ave., Room 121, Santa Fe, NM, 87501.
 - By fax to 505-827-6520
- In addition, the public may speak about the proposed standards as well as two other proposed rule changes at a public hearing from 1-3 p.m. Nov. 12 in Mabry Hall in the Jerry Apodaca Education Building, 300 Don Gaspar Ave. in Santa Fe. Speakers will be encouraged to submit

written comments and then have up to 3 minutes each to speak. [Read the complete news release from NMPED here.](#)

To learn more about the NMPED's proposed Social Studies Standards or read through the proposed standards, visit: <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>

Thank you,

Rio Rancho Public Schools

[EXTERNAL] Social Studies

Mario Tafoya <mtafoya04@gmail.com>

Tue 10/12/2021 9:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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All I have to say is CRT BETTER NOT be slipped into this new program! It's bad enough our kids are being sent to school with masks.... If this happens myself and many others will pull their kids and homeschool them!

PED is just as corrupt as our politicians and the people are sick of it.

--

Mario A Tafoya

[EXTERNAL] SS Standards Question

Gina Rodriguez <gina.rodriguez@rrps.net>

Tue 10/12/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Many of the standards leave a great deal of room for interpretation. Will there be a detailed support document created that will be released at the same time that the new standards are released?

Will there be a state adoption for new K-5 social studies curriculum? If so, when will that take place?

--

Gina D. Rodriguez, NBCT

Instructional Coach

Joe Harris Elementary

(505) 896-0706 ext. 55028

MAT, EMSS

"First, think. Second, dream. Third, dream. And finally, dare."

~Walt Disney



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[EXTERNAL] PED Social Studies

Jessica Chavez <jessicachavez414@gmail.com>

Tue 10/12/2021 9:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I will remove my children from public school of Critical Race Theory is implemented.

Jessica Flynn
Rio Rancho

[EXTERNAL] Comment on social studies changes

Antonia Weinstein <rrsteins@cableone.net>

Tue 10/12/2021 9:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

My husband and I are successful educated residents of New Mexico. As it stands New Mexico is once again on the bottom of the rankings of states who provide quality education. The proposed changes to the social studies program in NM schools exemplifies the gross liberalism that our children are indoctrinated with on a daily basis and brings it to new extremes. Not only am I NOT in favor of the proposed and other CRT changes, I am quickly coming to realize that NM does not represent nor respect my personal beliefs or values. My husband was so upset by the suggested changes he stated "I don't want to know. It will just make me more angry. What we need to do is figure out how to get our kids out of the [educational] system.

You must ask yourselves if making these changes is worth driving successful, educated, and resourceful New Mexicans out of the state for better opportunities and values that can be found in neighboring states in our great Union.

Thank you in advance for your time and consideration in this matter.

Sincerely,
Dr. Antonia Weinstein

[EXTERNAL] Re: Think New Mexico - Public Comment for 6.29.11 NMAC, Social Studies

abenicio@thinknewmexico.org <abenicio@thinknewmexico.org>

Tue 10/12/2021 10:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** 'Fred Nathan' <Fred@thinknewmexico.org>; kristina@thinknewmexico.org <kristina@thinknewmexico.org>; 'Othiamba Umi' <othiamba@thinknewmexico.org> 1 attachments (860 KB)

Think_New_Mexico_Public_Comments_6-29-11-NMAC_10.12.21.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

Attached you will find Think New Mexico's public comment for the repeal and replace of 6.29.11 NMAC, Social Studies.

Should you have any questions or concerns, please do not hesitate to contact us at (505) 992-1315.

Many thanks in advance for your consideration.

All the best,

Abenicio Eliray Baldonado, MPA | Education Reform Director

Tel: (505) 303-4769

Fax: (505) 992-1314

www.thinknewmexico.org

THINK NEW MEXICO
A Results-Oriented Think Tank Serving New Mexicans



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1227 Paseo De Peralta
Santa Fe, NM 87501

Follow us on [Facebook](#) and [Twitter](#)



October 12, 2021

John Sena
Policy Director
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501
rule.feedback@state.nm.us

Re: Public Comment for 6.29.11 NMAC, Social Studies

Dear Mr. Sena:

Think New Mexico is writing to urge the Public Education Department to include strong standards for personal finance education in the social studies benchmarks in the current proposed rulemaking for 6.29.11 NMAC, Social Studies. Our detailed proposals for revisions to the department’s draft rule are provided with this letter.

Background

Think New Mexico is an independent, nonpartisan, results-oriented think tank whose mission is to improve the lives of all New Mexicans, especially those who lack a strong voice in the political process. We fulfill this mission by educating the public, the media, and policymakers about some of the most serious challenges facing New Mexico and by developing and advocating for enduring, effective, evidence-based solutions. As part of its mission, Think New Mexico advocates for students, families, and student-centered education policies across the state.

Last year, Think New Mexico published a report recommending, among other reforms, that New Mexico should make a one-semester course in personal finance a high school graduation requirement and should add strong personal finance benchmarks to the state’s education standards.

Strong Personal Finance Education Performance Standards Provide Students with Essential Life Skills and Advance Educational Equity

According to the Council of Economic Education, New Mexico is currently one of only five states that fails to include personal finance in its education standards.

This omission matters because personal finance education improves outcomes for students. For example, according to research by the Council of Economic Education, 93% of students who have taken a personal finance class save money compared with 84% of those who have not; 60%

of students who have taken a personal finance class have a budget compared with 46% of those who have not; and 32% of students who have taken a personal finance class have invested money compared with 17% of those who have not. A 2014 study found that young adults in states that began requiring personal finance education in high school had better credit scores and lower loan default rates compared with young adults states without this requirement. New Mexico's lack of personal finance standards may help explain why our state ranks 47th for overall financial literacy according to the online personal finance website WalletHub.

Since 2008, financial literacy has been offered as an elective in New Mexico's high schools, but only about 11% of eligible students currently enroll in the course. Legislators from across the political spectrum are supporting legislation to make a one-semester personal finance course a graduation requirement, potentially as a combined course with economics.

Whether or not a course in personal finance becomes a graduation requirement, the concepts covered in personal finance are essential life skills that every student should receive as part of their basic education, rather than being limited to those few students who choose to enroll in an elective course. That is why these concepts should be incorporated into the social studies standards that apply to every student.

Personal finance standards teach students concepts like budgeting, checking and savings accounts, credit, interest, investment in stocks and bonds, and the costs of borrowing. These are essential life skills for all students, whether they are continuing with post-secondary education or entering the workforce.

Personal finance education is also an anti-poverty strategy that is necessary to advance educational equity and improve the outcomes of New Mexico's most at-risk students. Research by the Council for Economic Education found that schools with high percentages of students eligible for free or reduced price lunch provided significantly less access to personal finance education than did schools with more affluent student bodies. In high-poverty schools that required personal finance education, the researchers found that students were more likely to apply for financial assistance to attend college, and an additional 3% received grants and an additional 9% received subsidized loans, making higher education more affordable.

In addition, in its research, Next Gen Personal Finance has found that many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty. Considering the high rates of poverty among New Mexico's students and their families, our state has an obligation to make personal finance education accessible to all of our students.

From a practical standpoint, there are many free resources available to assist teachers and school leaders in implementing personal finance standards and benchmarks. Nonprofits like Next Gen Personal Finance, Jump\$tart, and the Council for Economic Education offer free training for personal finance educators, and Next Gen even incentivizes teachers to take the course. There are no obstacles to making this essential education available to every New Mexico public school student.

Recommendations for Reform

Think New Mexico has undertaken extensive research to identify the best personal finance standards for New Mexico students, including reviewing the standards developed by Jump\$tart National Standards in K-12 Personal Finance Education; the Council for Economic Education; Next Gen Personal Finance; the Colorado Department of Education Personal Finance Standards; and the Wisconsin Department of Public Instruction Personal Finance Standards.

Based on this research and the national best practices, Think New Mexico has drafted proposed standards for incorporating personal finance benchmarks into New Mexico's K-12 social studies standards. They are attached with this letter, using track changes to highlight our proposed additions to the draft rule for 6.29.11 NMAC, Social Studies.

Think New Mexico strongly urges the department to adopt these K-12 personal finance standards so that every New Mexico student will have the opportunity to learn essential personal finance skills before they graduate from high school.

Thank you very much for your consideration of these comments.

Sincerely,



Fred Nathan, Jr.
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Think New Mexico
1227 Paseo de Peralta
Santa Fe, NM 87501
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Education Reform Director
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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 **and personal finance**, (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 **and personal finance.**

- (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) recognize personal finance choices people make;

(d) explain how personal finance decisions are made; and

(e) identify and give examples of needs versus wants.

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 and personal finance.

- (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.
 - (d) discuss ways to earn or receive money;
 - (e) identify types of currency and how currency is used;
 - (f) define types of transactions such as deposit, purchase, borrow, and barter; and
 - (g) identify coins and find the value of collection of two coins.

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 and personal finance.

(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.

(3) The student shall demonstrate an understanding of personal finance decision-making by:

(a) assessing priorities when making financial decisions;

(b) classifying goals as short-term or long-term;

(c) differentiating the monetary value for a variety of goods and services; and

(d) use addition and subtraction within 100 to solve word problems about making financial decisions.

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 and personal finance.

(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.

(4) The student shall demonstrate an understanding of personal finance decision-making by:

(a) identify chores that children can do to earn money to reach personal financial goals;

(b) differentiate the role of income and expenses when creating a budget;

(c) create a plan with specific steps to reach a short-term financial goal;

(d) model strategies to achieve a personal financial goal using arithmetic operations;

(e) identify currency, credit, debit, and checks as the basic means of exchange in western society; and

(f) compare 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 and personal finance.

- (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.
- (4) The student shall demonstrate an understanding of personal finance decision-making by:
- (a) defining choice and opportunity cost;
 - (b) understanding when choices are made that those choices impose “opportunity costs;” and
 - (c) determining the relationship between long-term goals and opportunity cost.

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 and personal finance.

(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.

(3) The student shall demonstrate an understanding of personal finance decision-making by:

(a) differentiating between saving and investing;

- (b) establishing the function of banking; and
- (c) creating a way to keep track of money spent and money saved.

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 and personal finance.

- (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.
- (4) The student shall demonstrate an understanding of personal finance decision-making by:
 - (a) exploring how consumer spending decisions and demand impact market economies;
 - (b) analyzing how external factors might influence spending decisions for different individuals; and
 - (c) describing the role of competition in the determination of prices and wages in a market economy.

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:

response to a question;

- (a) formulating a claim based on evidence from primary and secondary sources in
- (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 and personal finance.

(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.
- (5) The student shall demonstrate an understanding of personal finance decision-making by:**
- (a) defining resources from an economic and personal finance perspective;**
 - (b) summarizing how the distribution of resources impacts consumerism; and**
 - (c) comparing and contrasting choices available to consumers within different cultures as they developed in the Eastern and Western hemispheres throughout history.**

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

- Mexico.
- (1) 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 and personal finance.

(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.

(5) The student shall demonstrate an understanding of personal finance decision-making by:

(a) describing how the use and value of money has changed over time impacting earning, spending, borrowing, and investing (e.g., college funds beginning in elementary years, saving accounts, 401K and IRA accounts);

(b) explaining factors that have impacted borrowing and investing over time (e.g., currency stability, war, and banking practices); and

(c) analyzing and evaluating the impact of taxes on the people of the United States and New Mexico since the end of the civil war.

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) 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.

[6.29.11.17 NMAC - Rp. 6.29.11.17, 12/14/2021]

6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS AND PERSONAL FINANCE:

A. High school economics and personal finance.

(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.

- (5) The student shall demonstrate an understanding of personal finance decision-making by:
- (a) evaluating strategies individuals use to manage emotions impacting financial decisions;
 - (b) recognizing the responsibilities associated with personal finance decisions, including requirements of contractual obligations;
 - (c) assessing the impact of individual values and behaviors on financial decisions and goals;
 - (d) researching ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft;
 - (e) analyzing a paycheck and identifying the difference between gross and net income based on various ways tax form W-4 is completed;
 - (i) identifying voluntary (i.e., retirement contributions) and involuntary deductions (i.e., payroll taxes) and how they impact net income;
 - (ii) exploring how federal, state, and local tax deductions are used and benefit a student's way of life;
 - (iii) analyzing the impact of tax liability on income including potential deductions and credits that will impact state and federal income tax;
 - (iv) evaluating types of taxes (e.g., progressive or regressive) and earned benefits with eligibility criteria (e.g., social security, medicare, or medicaid);
 - (v) researching income limits and tax filing software provided for free on IRS free file;
 - (vii) practicing the tax filing process and understand tax forms most commonly used by teenage workers (i.e., W2, 1099 NEC)
 - (f) preparing a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.
 - (g) assessing ways workers are compensated in different industries and sectors (i.e., fringe benefits, wages, pension plan, independent contractors, freelance, hourly or salaried);

(h) comparing financial institutions service providers, and alternative financial institutions (e.g., banks, credit unions, challenger banks, online banks, investment and brokerage firms, mortgage brokers, small loan companies, online financial institutions, or loan agencies);

(i) explaining what an installment loan is, identifying examples, and exploring how it can cause users to fall into a cycle of debt;

(ii) explaining what a revolving loan is, identifying examples, and exploring how it can cause users to fall into a cycle of debt;

(iii) exploring loan regulation and usage rates across the country;

(iv) calculating the total cost of repaying a loan under various rates of interest and over different time periods; and

(v) calculating and comparing the costs of traditional loan interest rates to loans from alternative financial institutions (i.e., small loan companies);

(i) comparing and contrasting the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes;

(i) analyzing how inflation and cost of living impact consumer purchasing and saving power;

(ii) comparing and contrasting different sources of active and passive income, savings, and investment vehicles; and

(iii) comparing and contrasting the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, or certificates of deposit);

(j) explaining what a checking and savings account are used for, including:

(i) understanding the variety of ways for depositing and withdrawing funds in a checking account;

(ii) comparing the checking and savings account fees and services offered at various financial institutions;

(iii) identifying strategies to prevent incurring unnecessary banking fees;

(k) analyze uses of credit that provide financial and personal benefits;

(i) predicting why someone would make a purchase using credit instead of cash;

(ii) analyzing the costs associated with a credit card using the schumer box;

(iii) evaluating options for payment on credit cards and the consequences of each option;

(iv) analyzing a credit card bill and determining what payment(s) is necessary to avoid all interest charges and fees;

(v) understanding national trends in student debt and explaining the differences between different federal and private loans;

(iv) identifying various strategies students can use to finance higher education and how to access student aid through completion of the free application for federal student aid (FAFSA);

(v) identifying steps to prepare for student loan repayment and understand the different loan repayment options available;

(vi) explaining what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land;

(vii) using a mortgage calculator to explore how down payment, credit score, interest rate, and term all impact the total cost of buying a home, including closing costs, private mortgage insurance, and escrow accounts;

(viii) distinguishing between fixed- and adjustable-rate mortgages; and

(ix) identifying concepts and strategies to employ for using credit products to build higher credit scores and minimize or eliminate the associated costs of using credit;

(m) explaining how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, or real estate);

(i) illustrating the power of compounding to highlight the importance of investing at a young age;

(ii) exploring how investing principles such as diversification, time horizon, and risk tolerance should be applied to various circumstances;

(iii) calculating the cost of various investment fees (expense ratios, sales loads, advisor fees) over long periods of time and low-fee options such as index funds;

(iv) researching the various ways in which current high school students can be capitalizing on retirement products (i.e., custodial roth IRAs) for their own personal gain;

(v) demonstrating how to buy and sell investments;

(vi) explaining what it means to own stock and how you can make money from it;

(vii) identifying the risk of investing your money in the stock market; and

(viii) understanding the importance of estimating how much you will need for retirement;

(n) reading a credit report, including:

(i) understanding the importance of reviewing one's credit report and the steps to take to find and dispute errors;

(ii) describing how a credit score impacts the ability to borrow money and at what rate;

(iii) understanding the implications of a thin file and how students can build credit and improve their score; and

(iv) understanding which people or organizations may review your credit report and why.

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;

weapons, past and present;

- (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.

[EXTERNAL] Comment

Vince Harrison <harrison6109@gmail.com>

Tue 10/12/2021 10:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr SENA,

Thanks for taking the time to read and respond if needed. Please do not entertain teaching or applying critical race theories in NM. We are not a country based on slavery, but freedom. Racism has always been around and deals with a deep rooted corrupt heart of man, not a theory. Only love for your fellow man should be taught Teaching critical race theory in schools is wrong. My family and friends are Hispanic, Anglo, black, Native American, and Asian and all except and love each other the same. We are all equal in Gods eyes and still live in the most free country in the world.

Thanks for your time.

God bless, Vince
505.350.1006

[EXTERNAL] "Major" Issues with Sante Fe Proposed Changes

mratey <mratey@yahoo.com>

Tue 10/12/2021 11:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; HelpDesk, PED, PED <PED.HelpDesk@state.nm.us>; noreen.scott@rrps.net <noreen.scott@rrps.net>; amanda.galbraith@rrps.net <amanda.galbraith@rrps.net>; kim.vesely@rrps.net <kim.vesely@rrps.net>; catherine.cullen@rrps.net <catherine.cullen@rrps.net>; ghull@rrnm.gov <ghull@rrnm.gov>

Cc: Karim Ratey <karimratey@yahoo.com>

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NMPED,

In regards to the proposed change to New Mexico's K-12 Social Studies curriculum, please consider removing "ALL" discussion relating to identity, gender, and sexuality (133 mentions... really ??).

As you are aware, this is a highly charged and personal topic... it is not your place to navigate around parents and push that garbage onto our children.

My family moved to New Mexico only one year ago and up until now had been considering a long-term stay, despite NM's relentless fight with Mississippi to place last in just about every national quality of life statistic.

My wife and I both have Masters degrees and considering PhD programs, we contribute significantly to NM's economic well being, and have been encouraging others from Colorado's Space community to relocate to Abq and fill Space related jobs with us on Kirtland AFB. If Sante Fe passes this change in an attempt to force unwanted social change, perhaps New Mexico wasn't right for us after all. My family will certainly be following a different path:

- Home school
- Private school
- Relocating to a different state

I will be taking highly coveted paid time off to drive up from Abq to attend the public hearing on 12 Nov.

I've CC'd several Rio Rancho school board members in addition to our mayor on this email, I apologize in advance for the shotgun approach. We do not take this proposed change lightly.

Please reconsider this dangerous move.

Marc Ratey
719-685-6360

[EXTERNAL] Social Studies Standards

Albert Cheng <albert.cy.cheng@gmail.com>

Tue 10/12/2021 11:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for opening up this discussion to us concerned parents. We know that you will take what we have to say with the utmost respect and serious consideration.

My main point of concern is:

Theme 5 Social Identity

K.22. Communicate a positive view of themselves and identify some of their group identities.

K.23. Describe ways they are similar and different from people who share their identities, and people who do not.

2.28. Describe ways we are similar and different from people who share identities, and people who do not.

3.28. Compare and contrast cultural identity with other people and groups.

5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.

5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

6.20. Identify how differences and similarities between diverse groups impact perspectives.

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

7.49. Describe the relationship between their cultural heritage(s) and their personal identity/ identities.

7.50. Identify what students want the world to see when their culture is on display, and how to address negative perceptions.

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

7.72. Discuss how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes.

7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups

7.93. Identify how stereotyping influences social perspectives about members of a group.

7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.

7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.

9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.

9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement

9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.

In what ways will our Kindergartners be told that they belong to different groups?

My 6 year old child and her friends truly do not see race/ethnicity or even that anyone around her belongs to a different group. It is VERY concerning that she will be taught she doesn't belong with one of her classmates due to an arbitrary social group to which the curriculum relegates her.

This type of in group out group mentality will only further divide our communities. Certainly traditions and families differ, but we are all New Mexicans and Americans. It would be much more beneficial to view these ideas through the lens of tolerance. Instead of group identification, of which our young students have no concept, students would be benefited by being taught the common values that make us all citizens. A basic understanding of friendship, unity, tolerance of others' cultures and speech would go far in helping our students unify as a community.

We can address the cultural and ethnic issues of America's past without specifically forcing students to identify with any particular group. It seems to me that the curriculum aims at dividing our students based on race/ethnicity and then telling them that they are either oppressor or oppressed.

Please do not push more division among our children. We need to find ways to repair our common cultural identity as Americans. School is the best place to introduce the idea that we are all in this together and to build a more equitable world. My 6 year old is kind to everyone and stands up for those who get bullied around her. She does not do so based on any kind of group identification. Please do not teach her that she or others are different based on race.

Thank you,
Albert Cheng

[EXTERNAL] Public Comment- Rule Change - NMAC 6.29.11

Eloy Francisco Macha <francisco@macha4lcps.net>

Tue 10/12/2021 1:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern / NM PED Policy Division -

My name is Eloy Francisco Macha, and have established my residency in Dona Ana County since 2016.

Please include my public comment / rule feedback as allowed by PEDs' Policy and Legislative Affairs Rule Notification system -

The proposed replacement of **NMAC 6.29.11** will **CHANGE** our State's Social Studies Curriculum by embracing and incorporating themes of oppression, class struggle and victimhood into our K-12 social studies programs. The Guiding Principles and the proposed 122 page standard causes serious concerns on whether or not we are going to teach factual and unbiased history to our students. It also raises a question if we will be embarking on the politicization of our Education System. As an immigrant to this country, and a product of the Public School System of the late '80s and early '90s, I distinctly remember my educators keeping their own ideology and political views private with their sole focus on facts when they presented their curriculum and material in Social Studies, Sciences, Math, and English, amongst others. **NM** PED's adopted guiding principles and proposed standards will have our Social Studies educators teaching a single ideology and a slanted political view as they teach our students based on this new proposed Social Studies curriculum. Not only is this the **WRONG** set of guiding principles, **WRONG** set of standards, it is also the **WRONG** time to embark on this proposal. New Mexico's Education System is afflicted by a number of more pertinent and highly impactful issues such as being 50th in Education across our country, having our state-wide reading and writing comprehension rates in the low 30%'s, and not being able to attract, and retain, good-quality employment opportunities for our recent high school and college graduates within our state. This proposed rule change *will not* address our low education ranking, *will not* address our low comprehension rate, and it *will not* improve our post K-12 students employment/employability outcomes. This proposed rule change needs to be stopped from being implemented.

Thank You.

Eloy Francisco Macha
Candidate, LCPS School Board District 3
francisco@macha4lcps.net
www.macha4lcps.net

[EXTERNAL] Feedback for Social Studies Changes

Mona Madison-Botter <mmad2527@aol.com>

Tue 10/12/2021 2:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hi,

I would like to provide feedback as a citizen and parent of a child (and two graduates) in the Rio Rancho school district.

I have skimmed through the document at the middle school and high school levels as that is the age group for our last child in the NM school system. It is hard to discern what the potential hot topics are without knowing how the material will actually be presented in the classroom.

My hope is that NMPED is trying to become more relevant with this update and set aside social ideologies within the education of our children. I believe the leadership needs to guide our educators in what their role should be to the children they are teaching. Teachers are a crucial part of our society and are tasked with an enormous burden in their profession. However, I believe we must insist that their job is to present facts/history/material in a completely unbiased and neutral tone. I believe we have allowed social and political biases to permeate the classroom/schools and it has added to the polarization of our communities.

Topics should always have both sides presented and not be slanted for or against any ideology. I refer to Section 9-12 ECI 16 & 18, 19 below. I do not believe children should assume advantages or disadvantages based on any category they may or may not fall in. Are there inherent "privileges" or "disadvantages" in any category? Sure. However, we should not allow our children to be "defined" but such categories. Have there been factual privileges or disadvantages systemically or culturally in the past? Sure. However, we can not assume that we are currently limited by any of these. We should not avoid, nor re-write, history and likewise, we should not teach the past will limit our future.

I would like to see our children taught by comparing what happened to how we've grown as a country. Let there be discussion on what we can learn from our history's past mistakes and become stronger and better, not defined by victimization.

Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> ● 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> ● 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States. ● 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. ● 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

I would also like to address sections 9-12 US123 & 9-12 US 125. On the surface this seems to negatively slant conservatism. I would like to assume the "impacts" of conservatism will be reviewed for the positive and negative impacts. Again, if conservatism is being studied for the short and long-term effects, then equally the impact of progressivism should be studied for it's positive and negative impacts.

<i>an understanding of.</i>	
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people. ● 9-12.US.124. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Raegan and Bill Clinton. ● 9-12.US.125. Examine the push-pull relationship between progressivism and conservatism in America over time. ● 9-12.US.126. Evaluate whether the Cold War definitively ended in 1991.

In conclusion, I would like NMPED to support the development of well-rounded children to have a general knowledge of diverse materials, but not be influenced with social or political agendas/ideologies/biases on any side by their educators. My hope is teachers are able to present material to engage our children in productive conversation and encourage our future generation to think, grow, and learn.

Thank you for your time and efforts in bettering the education for our children.

Blessings,

Mona Madison-Botter

505-506-0720 cell / #283504

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[EXTERNAL] Public Feedback on Proposed Social Studies Standards

Trish L Hernandez <daisy31673@gmail.com>

Tue 10/12/2021 3:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I like the new proposed rule for Social Studies Standards. I believe it is important for us to understand our history and its consequences so we don't make the same mistakes twice and build on what has worked in the past. I hope our children can learn and understand why we have inequalities and what we can do to help change them and they can celebrate and be proud of their differences. I would like to see more education on our country's founding and democracy and the fragility of it.

My concern is that when these new standards are implemented, how will you handle those that started on the previous standards to ensure they don't miss out on subject matter?

Thank you for your work and consideration.

Trish

[EXTERNAL] Public comment

Melissa Chavez <melissachavez16@yahoo.com>

Tue 10/12/2021 4:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

After reviewing the proposed changes, it is clear that this is politically motivated. Young children need to be worried about learning history, second to math and science. Young children don't need to be worried about identities when they can barely spell their own names. New Mexico is in the bottom of education for a reason. Adding more ridiculous blaming of one race is not going to fix that. Keep your politics out of school.

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Proposed curriculum changes

Jason Anglin <jpanglin13@gmail.com>

Tue 10/12/2021 8:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I will keep this brief, but I want to simply beg of you to keep "Critical Theory" out of our children's curriculum. These viewpoints advance the message that race or ethnicity is the primary defining characteristic of any individual. This introduces the notion of race differentiating people into the minds of our youth, who would likely never see their peers in terms of race and color on their own. Critical Theory minimizes the concept of judging people by the content of their character, and puts a disproportionate emphasis on race. Critical Theory may have a place in high-level academic settings, but the K-12 environment is not an appropriate venue. In most cases, K-12 students have not yet acquired the academic and emotional maturity to properly appreciate the nuances of Critical Theory principles.

I am the parent of three school-age children, and we have been lifelong residents of New Mexico. It would be life-altering, but I feel strongly that the racial emphasis in the proposed curriculum is inappropriate for the state's youth, and I would be forced to move my family to a state that does not promote racially motivated "education."

Again, please reject Critical Theory in our public schools!

Thank you,
Jason Anglin

[EXTERNAL] New social studies

Alyssa Howells <howellsalyssa83@gmail.com>

Tue 10/12/2021 9:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I don't think we need to change our social studies, critical race theory does not belong in our community or schools

Sent from my iPhone

[EXTERNAL] Fw: "Your View" in the LC Sun- Rule is 6.29.11 NMAC, Social Studies.

CCIAWINUSA <cciawinusa@protonmail.com>

Tue 10/12/2021 9:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

This letter, from **Associate Superintendent of Curriculum and Instruction Tomlinson** was published by the LC Sun as YOUR VIEW on 3 October 2021.

Ms Tomlinson is a paid Sr LCPS employee who wrote and identified herself as such. She was one of 60 "educators" (her comments).

Reading her letter, she gives the perception she works as an advocate for the progressives by focusing on the narrative being pursued by the progressive movement. Coincidence or planned, I dont know. You decide.

No mention of the America First Movement, Tea Party and other conservative events to give our students an equal view of both ideological sides.

A question for all parents, is how many different views were presented in the revision ? And why is a paid public official allowed to publish this type of letter and by doing so, give the perception she, as a public school official, endorses a liberal agenda when educators are supposed to be neutral and objective and not "cheerleaders" for the progressives. Or else I am mistaken and we should be even more concerned as to what our kids are being taught.

Do we really trust Ms Tomlinson to present an objective and neutral view of the historical events she is highlighting ? You, the parent decide.

In addition, her comment regarding "*a misinformation campaign has already begun with goal of creating fear and division among New Mexicans, adds fuel to the Memo from AG Garland's response to the letter from the NSBA" As these acts of malice, violence, and threats against public school officials have increased, the classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes,*".

It can be argued that Ms Tomlinson's public comments on 3 October 2021 are intentionally or coincidentally designed to cancel or stifle any anticipated criticism against the agenda she is highlighting. The NSBA letter was written 29 Sept 2021 and the AG memo was published 6 days later on 4 October 2021. Was the timing of Ms Tomlinson's letter coincidental or ???

"*many public school officials are also facing physical threats because of propaganda purporting the false inclusion of critical race theory within classroom instruction and curricula.* This from the memo from the NSBA to President Biden. You, the parent decide if racial divisiveness disguised as CRT is being taught and in the revisions ?

In addition *NSBA specifically solicits the expertise and resources of the U.S. Department of Justice, Federal Bureau of Investigation (FBI), U.S. Department of Homeland Security, U.S. Secret Service, and its National Threat Assessment Center3. As these acts of malice, violence, and threats against public school officials have increased, the classification of these heinous actions could be the equivalent to a form of domestic terrorism and hate crimes.*

<https://www.nsba.org/-/media/NSBA/File/nsba-letter-to-president-biden-concerning-threats-to-public-schools-and-school-board-members-92921.pdf?la=en&hash=642B7B91E0029BA4427D0F38D7054A007537160F160F>

<https://reason.com/2021/10/06/ag-merrick-garland-fbi-critical-race-theory-parents-schools-domestic-terrorists/>

In my opinion, is the heavy hammer of the DOJ, FBI, DHS, SS and NTAC being waved in order to silence or cancel parents opposing the indoctrination of their kids ? You decide...

Thank you

[Las Cruces Sun-News](#) | [Page A06](#) Sunday, 3 October 2021

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Revised social studies standards are long overdue

Your view Wendi Miller Tomlinson

Guest columnist Significant historical events have occurred since New Mexico last revised state standards for teaching social studies to our children, including:

- 9/11 - The Afghan War - The Arab Spring - The Great Recession Significant social movements also occurred in that time, including:

- Black Lives Matter - #MeToo - Climate activism - LGBTQ rights In other words, it's about time the Public Education Department revised social studies standards to assure that our kids have a historically accurate and up-to-date education. This work is long overdue.

That's why, as a former U.S. history teacher, I volunteered to join educators from all over New Mexico to serve on the standards revision committee. Among this team were experts in all the sub-disciplines: history, geography, civics and economics.

We outlined a three-step process for this work, which began July 2020. First, we collected and evaluated research and data from the field and promising practices from the classroom. Next, we reviewed our current standards to identify gaps and needs. And finally, we wrote the revised standards — work that wrapped up this

summer.

Vigorous discussions occurred throughout the process, leading to minor tweaks and broad revisions as all 60 of us worked toward one significant goal: To create a framework to provide New Mexico children at every grade level with up-to-date, fact-based and culturally inclusive and responsive instruction that will prepare them for college, career and civic participation. I am proud of the revised standards, which the New Mexico Public Education Department posted on its website on Sept. 2. Now it's the public's turn to let us know what you think. The public can submit written comments (

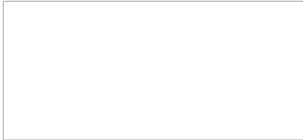
rule.feedback@state.nm.us) through Nov. 12 or attend the public hearing that da.

Before you do, please read the standards and judge for yourself — a misinformation campaign has already begun with a goal of creating fear and division among New Mexicans.

The truth: There's nothing scary about factual information. There's nothing scary about including everyone in our country's narrative. And there's certainly nothing scary about teaching children to reflect on the issues and challenges that have plagued us in the past and most likely rest in their hands to be resolved.

Let's be sure we give them the tools they need to do so. These proposed standards are one such tool.

Wendi Miller Tomlinson is deputy superintendent in Las Cruces Public Schools and a former U.S. history teacher. She served on the committee of educators who revised New Mexico's social studies standards over the last two years.



Las Cruces Public Schools Associate Superintendent of Curriculum and Instruction Wendi Miller-Tomlinson says social studies changes are overdue. *Algernon D'Ammassa/Sun-News*

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Juan D Garcia
575-449-5821
Coalition of Conservatives in Action (CCIA)
CCIAWINUSA@PROTONMAIL.COM
<https://conservativesinaction.org/>



----- Original Message -----

On Sunday, October 3rd, 2021 at 21:06, CCIWINUSA <cciawinusa@protonmail.com> wrote:

Ms Tomlinson

I read your Oped today and was concerned and curious why the topics in the editorial only address "Progressive favorites". Wasn't the Tea Party Movement significant? Or perhaps the America First populist movement? Or American Exceptionalism? Of course, they may be part of the revision, you just chose not to touch them on your article.

Instead, the ones you listed give concerned parents the impression our educators are not objective and are "progressive activists" which may be part of the reason for your quotes below.

" — a misinformation campaign has already begun with a goal of creating fear and division among New Mexicans".

I am not calling you a "partisan activist", its just the "optics" of your piece that give many concerns.

OTH, the article has you as an employee in the LCPS which I assume means we should have non partisan educators who are willing to present both sides of history to our kids. Not just selected subjects to push a narrative.

For a "citizen/parent" reading your article while drinking coffee on a Sunday morning, this Oped comes across as a heavily progressive/partisan sponsored social studies standards revision.

The truth: There's nothing scary about factual information. I totally agree with you as long as we have both sides. And I "trust" both sides were presented.

Hope after inspecting the revisions, my concerns are for naught.

Thank you for your time

Juan D Garcia
575-449-5821
Coalition of Conservatives in Action (CCIA)

CCIAWINUSA@PROTONMAIL.COM
<https://conservativesinaction.org/>

[EXTERNAL] CRT parent opinion

Rachel Salyers <rombsalyers@gmail.com>

Tue 10/12/2021 10:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I have done quite alot of research on the critical race theory that is being proposed by the PED. I am 100% AGAINST it!. First off the purposed plan you have up on the site is so vague. What does it even mean when you have children as young as kindergartens learning about "groups" and "identifying" ? Identifying what? Their gender? Their ethical background? Whats political right at the moment?? More explanation would be great. Is this a way to separate the kids? Your going to have them in their groups?? I have done research where the crt is already being taught and it seems like the teachers and curriculum are pushing hate and more or less a one way of thinking..or really its whoever originally wrote this agendas way of thinking. There is so much extreme cancel culture going on right now, I don't believe that this would be a positive curriculum. Teach the kids how to read, write, math, science, and history! The PED shouldn't be forcing this type of agenda, our state is ranked LAST in education! Maybe have better goals for the basics first.

Thank you for your consideration,

R. Salyers

[EXTERNAL] New Social Studies Standards feed back

Jereme Woodruff <jereme.woodruff@elidaschools.net>

Wed 10/13/2021 8:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Attached is a document where my observations and concerns with much of the proposed standards are spelled out.

As a whole these new standards are cumbersome, wordy, and for the normal person or parent hard to understand. We are proposing going from 29 pages of standards to 129 pages. Prior to this new proposal I thought the general consensus was to simplify the standards and to make them more easily understood, teachable, and less complicated; these current proposals seem to do just the opposite. In general the theme and spirit of these new proposals seek to reshape our understanding of History, Civics, and Geography from being tools by which we understand the past and the world we live in, and use that understanding to make sense of things according to each students' family history, tradition and community beliefs and cultures into a tool by which those in power use these subjects to indoctrinate students to the "proper" way of thinking and acting according to the state.

There is nothing more dangerous to a free society than an education system that seeks to indoctrinate instead of educate, for this reason alone these standards should not be adopted. Below is a copy of a breakdown of some of the worst parts of the proposed standards, a copy of this is also attached in a word document.

Thank You for considering my recommendation,

Jereme Woodruff
History teacher
Elida, NM

5th Grade

Theme 2: Inequality and Justice in the US

Anchor Standard The student demonstrates an understanding of:

Performance Standard: Therefore, the student is able to:

Civics 3. Civic Dispositions and Democratic Principles

- 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

The focus on equity in modern theory seeks to change the historical understanding that the founding documents were seeking to provide equality in opportunity into equality in outcome; or it suggests that the founding documents were flawed because they did not provide for equality in outcome over equality in opportunity.

6th Grade

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

Anchor Standard The student demonstrates an understanding of

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

Performance Standard: Therefore, the student is able to:

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

This is an ideologically loaded standard that requires the student to make a value based assessment of historical events and people but base their assessment on modern moral and ethical standards, not on the standards of the time.

7th Grade

Inquiry

Anchor Standard

The student demonstrates an understanding of:

Inquiry 26. Take Informed Action

Performance Standard: Therefore, the student is able to

- 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally.
- 7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

The entirety of the Anchor point 26 needs to be removed. While the teaching of history and social studies should include some encouragement in civic participation such as voting and contacting legislatures, the focus should be more on how to do those types of things. Instead this standard essentially pushes for the students to adhere to a state sponsored set of morals and ideals and to actively participate in pushing those ideals in the public place.

Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE) (Continued)

Anchor Standard The student demonstrates an understanding of:

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

Performance Standard: Therefore, the student is able to:

- 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Again this is an ideologically loaded standard that requires the student to make a value based assessment of historical events and people but base their assessment on modern moral and ethical standards not on the standards of the time. In addition this standard essentially pushes for the students to adhere to a state sponsored set of morals and ideals and to actively participate in pushing those ideals in the public place.

8th grade

Inquiry

Anchor Standard The student demonstrates an understanding of:

Inquiry 23: Gather and Evaluate Sources

Performance Standard: Therefore, the student is able to

- 8.5. Identify inherent bias in maps and analyze how they impact cultural memory.

While it is true that some maps are biased in that they frame a certain area in the center of the map, the more important idea that should be studied is how different map projections change the scale of distances and land masses. It is also important to study WHY different types of maps are made, what purpose did they serve. By focusing on “cultural memory” the emphasis is on how the map makes people feel which is subjective and arbitrary, instead of factual evidence that can be proven or disproven.

Anchor Standard The student demonstrates an understanding of:

Inquiry 25. Communicate and Critique Conclusions

Performance Standard: Therefore, the student is able to

- 8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.

This is not a standard, it is an assignment... This is a problem with many of the proposed standards, they are written more as assignments or direct questions to be answered rather than standards that need to be achieved.

Anchor Standard The student demonstrates an understanding of:

Inquiry 26. Take Informed Action

Performance Standard: Therefore, the student is able to:

- 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.
- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future

The entirety of the Anchor point 26 needs to be removed. While the teaching of history and social studies should include some encouragement in civic participation such as voting and contacting legislatures, the focus should be more on how to do those types of things. Instead this standard essentially pushes for the students to adhere to a state sponsored set of morals and ideals and to actively participate in pushing those ideals in the public place.

HS Civics

The entirety of this section is terrible.

1 mention each of the US Constitution and New Mexico Constitution.

No significant mention if at all of Federalism or separation of powers, how elections work, Bill of Rights, the amendment process, or any standard that requires students to demonstrate the knowledge of those things.

No mention of understanding the roots of American representative democracy, the separate functions of states vs national governments, or the natural rights of man.

The section instead focuses almost entirely upon a contemporary view point of activism and social change with a progressive political view point enforced via the standards.

Instead of focusing on teaching students the functions of the government and how to interact with the processes of elections and lobbying their representatives, understanding which level of government handles which duties, the standards focus on directing the students to be “change-makers” and “allys” towards a progressive agenda.

This is not education, it is indoctrination.

Anchor Standard The student demonstrates an understanding of:

Geography 12. Movement, Population, and Systems

Performance Standard: Therefore, the student is able to:

9-12.Geo.26. Predict future social, political, economic, cultural, spiritual and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.

How? How is this to be evaluated in the classroom? What is a spiritual opportunity in relation to a geographical place or region? What are the factors that students must weigh when trying to make a prediction about geographic regions when it comes to determining movement, population growth or decline, etc. This is vague and really seems to not have a valid educational point and is being added only to appeal to some sort of preconceived agenda.

9-12.Geo.27. Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.

Again for what educational purpose is this being added? This is a blatant attempt to push a moral standard in the classroom that does not come from the student’s family, culture, or community. The study of social studies should focus on facts, what happened when to whom and for what reason, not on making a moral judgement of the event or people involved.

Theme 3: Statehood and Functions of State/Tribal Governments

Anchor Standard The student demonstrates an understanding of:

History 18. Power Dynamics, Leadership, and Agency

Performance Standard: Therefore, the student is able to:

9-12.NMH.33. Contrast the rights given to people that live within a territory vs. a state.

Rights are not given to people by governments; people’s rights should be protected by the government.

HS U.S. History

This section is mislabeled. As the standards are written it should be labeled as the history of native indigenous people of North America and their European oppressors.

Absolutely minimal mention of the history of how the US was formed, the colonies, founding documents or ideas.

There is not a single standard toward knowing the impact of important figures or even specific documents such as:

George Washington, Lincoln, Jefferson, neither Roosevelt is mentioned much less Adams or even George Washington Carver. The Bill of Rights, Articles of Confederation, Gettysburg address, Monroe doctrine, etc. Any mention of major world or US events such as the American Revolution, World War I or II are relegated to minor mentions and general standards while an inordinate amount of attention is put upon things like “changing gender and sexuality norms” or “Evaluate what an efficient, equitable, and just economic system would look like in the United States.”

The American Revolution is not framed and taught as a unique event in the history of the world that later inspired other such revolutions but rather is relegated to just one of several revolutions that are to be compared and contrasted.

In this section the forced indoctrination of students into the modern Progressive “woke” culture comes in full force. With these new standards the history of the United States is transformed from being focused on major events, people, and ideas that shaped, transitioned, and changed the country over time, to being focused almost solely on minority groups and their oppression either real or imagined. The new standards demand that the teaching of US History becomes a review of how oppressed minority populations were across every aspect of American historical period. These standards present a picture of a United States that is not a country with lasting ideals of equality, justice, and opportunity, but rather a country that is merely the perpetuator of one long train of oppressive abuses seeking to enrich a certain privileged class (whites) at the expense of people of color.

5th Grade

Theme 2: Inequality and Justice in the US

Anchor Standard The student demonstrates an understanding of:

Performance Standard: Therefore, the student is able to:

Civics 3. Civic Dispositions and Democratic Principles

- 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

The focus on equity in modern theory seeks to change the historical understanding that the founding documents were seeking to provide equality in opportunity into equality in outcome; or it suggests that the founding documents were flawed because they did not provide for equality in outcome over equality in opportunity.

6th Grade

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

Anchor Standard The student demonstrates an understanding of

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

Performance Standard: Therefore, the student is able to:

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

This is an ideologically loaded standard that requires the student to make a value based assessment of historical events and people but base their assessment on modern moral and ethical standards, not on the standards of the time.

7th Grade

Inquiry

Anchor Standard

The student demonstrates an understanding of:

Inquiry 26. Take Informed Action

Performance Standard: Therefore, the student is able to

- 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally.
- 7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.

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Anchor Standard The student demonstrates an understanding of:

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- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.

- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future

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No mention of understanding the roots of American representative democracy, the separate functions of states vs national governments, or the natural rights of man.

The section instead focuses almost entirely upon a contemporary view point of activism and social change with a progressive political view point enforced via the standards.

Instead of focusing on teaching students the functions of the government and how to interact with the processes of elections and lobbying their representatives, understanding which level of government

handles which duties, the standards focus on directing the students to be “change-makers” and “allies” towards a progressive agenda. This is not education, it is indoctrination.

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Absolutely minimal mention of the history of how the US was formed, the colonies, founding documents or ideas.

There is not a single standard toward knowing the impact of important figures or even specific documents such as:

George Washington, Lincoln, Jefferson, neither Roosevelt is mentioned much less Adams or even George Washington Carver. The Bill of Rights, Articles of Confederation, Gettysburg address, Monroe doctrine, etc.

Any mention of major world or US events such as the American Revolution, World War I or II are relegated to minor mentions and general standards while an inordinate amount of attention is put upon things like “changing gender and sexuality norms” or “Evaluate what an efficient, equitable, and just economic system would look like in the United States.”

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[EXTERNAL] EMS Board Resolution Social Studies

Tandee Delk <tdelk@elidaschools.net>

Wed 10/13/2021 8:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please upload the attached resolution to public comment.

Thank You,

Tandee Delk
Elida Municipal Schools
Superintendent
575-274-6211

"Perfection is unattainable, but if you chase perfection you catch excellence." - Vince Lombardi

ELIDA MUNICIPAL SCHOOLS

Box 8
103 Church Street
Elida, NM 88116

Phone: (575) 274-6211

Fax: (575) 274-6213

Petition of the ELIDA MUNICIPAL District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

ELIDA MUNICIPAL SCHOOLS

Box 8
103 Church Street
Elida, NM 88116

Phone: (575) 274-6211

Fax: (575) 274-6213

Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Elida Municipal School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

ELIDA MUNICIPAL District Board of Education


President

[EXTERNAL] Feedback from concerned parents

casieclover <casieclover@aol.com>

Wed 10/13/2021 10:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not teach my children racism of any kind. Against any group. That includes racism against Anglo Americans.

Sincerely,
CSW

[Sent from the all new AOL app for iOS](#)

[EXTERNAL] NMPED Proposed Social Studies Revision

Amy Trujillo <trujillo_amy@yahoo.com>

Wed 10/13/2021 10:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

There are some concerning subjects being proposed in the recommended changes. I suppose it depends on how these subjects are presented to students, but as a parent, I would not appreciate opinions from the government or other school board and political "authorities" to be pushed onto my children. There is a focus on conservatism, but why not review the social impacts of liberalism to balance the views of the students? Educators should present unbiased information and allow students to reason through the information themselves. We seem to be heading toward extremist views in this country and a lot of propoganda is being pushed on us from every direction.

Theme 14: Rise of Conservatism, 1968–2008	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people. ● 9-12.US.124. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Raegan and Bill Clinton. ● 9-12.US.125. Examine the push-pull relationship between progressivism and conservatism in America over time. ● 9-12.US.126. Evaluate whether the Cold War definitively ended in 1991.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.127. Analyze how communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.

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

Sent from [Mail](#) for Windows

[EXTERNAL] Revision of Social Studies Curriculum

Patriot <smyoung49@gmail.com>

Wed 10/13/2021 11:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

> I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequity", "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system.. this is cultural Marxism which divides rather than unites out country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student.

> This is a biased agenda which does NOT belong in our public schools.

Sincerely,

Shirley M Young

Albuquerque, NM

[EXTERNAL] Opposition to Revision of Social Studies Curriculum**Billie Waters** <billiefwaters@gmail.com>

Wed 10/13/2021 12:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] PED Draft Social Studies Rules

Audie Brown <abrown.abqnm@gmail.com>

Wed 10/13/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Ave., Room 121
Santa Fe, NM 87501

Dear Mr. Sena:

The purpose of this email is to inform you that I vehemently and adamantly oppose the Critical Race Theory (CRT) being taught in our schools. The last thing we need right now is more fuel feeding the fire of division that is occurring throughout our country. CRT will undoubtedly cause more division and confusion among our children. Besides, CRT presents a biased, slanted and incomplete viewpoint that does not share the entire true and actual account of America's history.

I just don't understand why any curriculum that plants the seeds of victimization in young minds (producing the victim mentality) is even being considered taught to our children. Additionally, the presentation of this material very well could and/or would pit minority students against Caucasian students.

America certainly does have a dark past. Which country in existence doesn't? Even so, Americans have long addressed the fight against racism and have historically built up countries after defeat in wars. How many other countries have done that?

At the very least, consider how many people from all over the world are entering our country right now. There are MANY more entering than leaving...there must be a reason for that!

I believe it is wrong and counterproductive to plant seeds in young minds of America being bad and one race being oppressors while others are their victims.

At the very least, this proposed curriculum should present the ENTIRE and ACCURATE truth of American history...the good along with the bad and ugly!

Thanks to God Almighty, at the age of 23 and being a minority myself, I was able to start a very successful business from the ground up, providing jobs to many New Mexicans. My wife is self-employed and is also a proud Hispanic! In no other country is the opportunity available, as in America, for life, liberty and the pursuit of happiness.

New Mexico is continually at the bottom of every list and especially in those that affect our children. Please reconsider what the long-term effects will be with such a curriculum to our students. Is it really

worth potentially producing many more New Mexicans with the victim mentality as opposed to them believing in themselves and making the most of the opportunity that is available to them?

I thank you for the opportunity to share my viewpoints and I earnestly pray to God that you will do what is right for our children and leave politics at the doorstep of our schools.

Sincerely,
Audie Brown

[EXTERNAL] Request for additional time to review prior to adoption of 6.29.11

Dennis Roch <droch@loganschool.net>

Tue 10/12/2021 11:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached please find a petition unanimously approved by the Logan Board of Education which requests that the public review period on the proposed social studies standards revisions in 6.29.11 NMAC.

The petition explains the rationale for this request.

Respectfully,

Dennis J. Roch, Superintendent
Logan Municipal Schools
301 N. 2nd Street, PO Box 67
Logan, NM 88426
(575) 487-2252

Petition of the
Logan Municipal School District
Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

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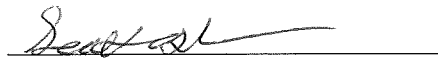
and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Logan Municipal School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

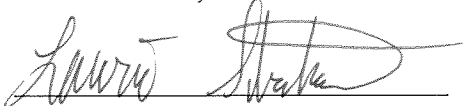
Now therefore, the Board, by action taken in an open meeting on Monday, October 11, 2021, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectfully submitted,

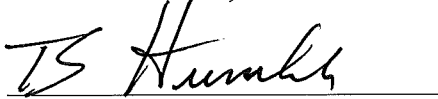
Logan Municipal School District Board of Education



Scott Osborn, President



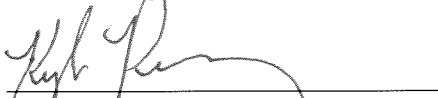
Laurie Strebeck, Vice-President



Thomas Humble, Secretary



Kene Terry, Member



Kyle Perez, Member

[EXTERNAL] Social Studies

Elaine Sullivan <elaine@cybermesa.com>

Wed 10/13/2021 1:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am in full support of the new social studies standards. We have a responsibility to our students to report history as it actually happened. We can right some of the wrongs from the past if we learn from what has been distorted and left out of our children's education. Please implement these standards immediately.

My thanks to those who have created this new day.

Elaine Sullivan

[EXTERNAL] Critical race theory

Lauren Lighthall <mamalala909@live.com>

Wed 10/13/2021 2:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not teach our children critical race theory. I don't believe that my children are responsible for my actions as a parent, let alone are they responsible for their extended great grandparents actions. Please look back in your family line and find someone who's behavior you're not proud of and ask if you should be held responsible for their misconducts and taught that you are fundamentally wrong or a victim because of it. All of it is wrong and stops the progress of the human family. If you were told you were a victim your whole life how would you ever achieve your god given potential? And on the opposite side, if you're told your inherently bad how can you thrive either?

All children are children of God with a divine birthright to be loved and worthy of respect and not discriminated against whatever the color of their skin or their heritage.

CRT also gets very messy because though my children look primarily Caucasian, their great great great grandfather was a Native American, named chief Massasoit. So there is no way to really understand who the "bad guys" and good guys really are.

Division is hurting our nation, only unity, respect for all, and love will heal it, not asking any one person or race to pay for the mistakes of others generations back.

Thank you for your time,
Lauren Lighthall

Sent from my iPhone

[EXTERNAL] Social Studies Changes

Minarsich, Larry <larry.minarsich@lpl.com>

Wed 10/13/2021 3:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My daughter is a fifth grade student at Vista Grande grade school in Rio Rancho. I do not support teaching or even bringing up the topic of Critical Race Theory to her in any class she attends. If it happens I will make arrangements for her to no longer attend a public school that engages in teaching this subject in any manner.

Larry Minarsich

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[EXTERNAL] Revision of Social Studies Curriculum

Carol Obrien <carolkobrien@msn.com>

Wed 10/13/2021 5:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

We are opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequity", "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. There are already school shootings with our youth being killed. This is a biased agenda which does NOT belong in our public schools. Our students need to be EDUCATED, NOT INDOCTRINATED!

Larry and Carol O'Brien
7913 San Francisco Road NE
Albuquerque, NM 87109

My husband and I are former graduates of Sandia High School, our three children graduated from Sandia and Del Norte High School, and we have two grandchildren attending Sandia High School. We own our home and support APS through property taxes and have since 1970. We have a vested interest in what is being taught in APS and ask you not to allow this curriculum to be taught. It is divisive and will be harmful to our children's mental health!

Thank you.

Sent from [Outlook](#)

[EXTERNAL] NMPED's proposed Social Studies Standards

simeon schmidt <simeonschmidt581@hotmail.com>

Wed 10/13/2021 6:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

After reading the proposed draft, it is apparent that NMPED is attempting to introduce curriculums that would influence decision making based off skin color, race, or gender and not a child's individual value and/or talent. This effort to normalize the idea of systemic racism is the antithesis of how a child should view their hope and ability to attain the American Dream. My daughter is not a victim of anything, she is innocent, confident, and her value will not be defined by vengeful identity politics...especially from an education system.

Please note, my wife is an educator and I am in healthcare leadership (after a successful enlistment in the US Military). We understand the struggle of starting from nothing and overcoming organic hurdles. The idea of blatant reverse racism is such a step backwards for our country.

We highly value our school in Rio Rancho New Mexico, and we are supporters of the public education system. However, our commitment to

Rio Rancho Public Schools and NMPED is as follows:

If this curriculum is passed, my wife has stated she will not work as a teacher for Rio Rancho or any NMPED institution and my daughter will not attend any school that supports this.

Kindest Regards,

Simeon Schmidt MBA/HCA, RN

Sent from my iPhone

[EXTERNAL] Social Studies curriculum

Susan Grandle <grandle@zianet.com>

Wed 10/13/2021 6:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: PED

I am a retired NM teacher and understand the need to revise curriculum from time to time. Now is the time to review the Social Studies curriculum.

I agree with the proposed changes that will require students to understand more about Navajo, Pueblo and other tribes.

I do not agree with changes that require high school students to study the history of the LGBTQ rights movement and the AIDS epidemic because there is potential for imposing non traditional values.

I also oppose any revisions that advance controversial agendas.

Thank you for considering my input.

Susan Grandle
Las Cruces, NM

[EXTERNAL] K-12 Social Studies Standards

David Elliott <dlelliott@epix.net>

Wed 10/13/2021 8:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have read through the proposed K-12 Social Studies Standards and believe that they constitute a valuable and necessary plan for education in New Mexico. Students need a truly comprehensive knowledge of historical events and issues from the past right up to the present.

David Elliott

[EXTERNAL] Proposed Social Studies Changes

Tiffany Burningham <tiffanyterry27@gmail.com>

Wed 10/13/2021 9:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom this may concern,

The new proposed rules will do nothing to help our children understand our differences and bring us closer but instead seek to create more division.

I would like to add a proposal to the table, bring back civics. Teach children to balance a checkbook. Teach them math, science and history. Enough with this crap. They don't need opinions they need facts.

I vote no to the new proposed change.

T.B.

District Parent.

[EXTERNAL] History standards

anne salzmann <annesalz@yahoo.com>

Thu 10/14/2021 6:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED:

As a retired school administrator in New Mexico, I find the proposed standards a huge improvement over the previous ones. They cover the reality of struggles for respect and equality of many peoples and they encourage thoughtful discussion and wide ranging thinking. This is what education should be. I am grateful for the important work that went into this work.

Anne Salzmann

Sent from my iPhone

[EXTERNAL] Our Children's future

Gayle Brigance <mama_gayle_1976@yahoo.com>

Thu 10/14/2021 7:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning...in this day and age hoping some human actually reads an email is sad! Our children are hurting from decisions made for them by people other than their parents on subjects such as "identity"...requiring " all high school students to study the history of LGBTQ rights movement "! History is totally fine with me but The State requiring anything beyond "history " is not ok...FINE line between teachers teaching history and teachers teaching their opinions on UNGODLY identity..on which our country WAS NOT founded on...yes I am a Christian and very proud of it and my own history! Please think about what everyone is putting in our children's heads!!! There is already way too much damning information out there...children already wonder who they are and PARENTS should help them figure it out...yes some parents can't/won't teach them but anyone stepping in to take their place shouldn't cause them to question what gender they are!!! There's only two and GOD made it pretty obvious until someone not Christian...was allowed to introduce a people approved concept..definitely not Godly opinions! Please pray before "rules" are put into a curriculum that ruins so many young peoples lives!! Remember GOD is watching us and will hold us accountable for all that we teach them! Thanks for your time and have a BLESSED day!

Sent from my iPhone

[EXTERNAL] Proposed Changes to Social Studies Curriculum in NM

KIMBERLY MATLOCK <kimberly.matlock@clovis-schools.org>

Thu 10/14/2021 9:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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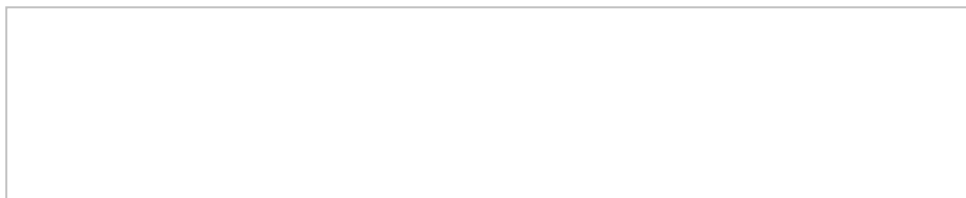
To Whom It May Concern:

I disagree entirely with the proposed changes to the social studies curriculum. Historical achievements and events included in the social studies curriculum for our students should be considered on their own merit. Distinguishing these achievements or events based on a person's race or sexual orientation detracts from that person's contribution to society, which should be the sole focus. Personal lives are not relevant in this context or certainly at this age level. Providing students with unbiased and factual instruction should be the goal, so that students are able to draw their own conclusions and pursue further study if they have unanswered questions. Encouraging intellectual freedom and teaching students to think for themselves is essential. Imposing a biased perspective on our students and conditioning them to view historical achievements and events through the lens of politically motivated theoretical perspectives regarding race and sexual orientation robs them of the opportunity to learn to think independently, develop their own perspectives, and form their own opinions.

Kim Matlock



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[EXTERNAL] Fwd: Opposition to Revision of Social Studies Curriculum**Billie Waters** <billiefwaters@gmail.com>

Thu 10/14/2021 10:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] Social Studies Standards

Kevin Susco Taylor <kevin.suscotaylor@aps.edu>

Thu 10/14/2021 10:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a social studies teacher who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

Sincerely,

Kevin Susco-Taylor

[EXTERNAL] Public Feedback on Proposed Social Studies Standards

Josh Matson <jmredwing1@gmail.com>

Thu 10/14/2021 11:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

Please accept my feedback on the proposed changes to the NM Social Studies Standards.

I have four Children in Rio Rancho Schools. I am in *strong* opposition to the proposed changes. It is very apparent the proposal and the 60 contributors were not from varying or diverse backgrounds. While I agree, people should learn how to think critically, presenting ideas or political perspectives as fact to children is extremely dangerous.

Can I ask, what are the backgrounds of those who contributed to the proposed curriculum changes? Did you search for a diverse committee or was the committee designed to accomplish a specific task?

Pushing LGBTQ affirming gender fluidity, Equity, presenting capitalism as negative or inequitable (the proposal doesn't specifically say that but I can only assume based on similar standards being drawn up in other states across the country). Capitalism is the reason people from around the world want to be a part of this great nation.

Does the U.S. have problems, of course. But is it productive to address and solve these problems as a K-12 student? These kids don't even have fully developed brains yet, they can't possibly process or understand the high level of critical thought you are proposing. If you want to do incredible and long term damage, than adopt these changes. If you want to be reasonable, listen to the majority and reject these proposed changes. Please, for the mental wellness of these kids and the parents.

If you impose these changes, our only course of action is to reject the teachings and instruct our children not to participate. As I read the public comments, that would be well over 75% of the kids in NM. I'm sure we could easily organize a movement to make that happen.

Please leave our kids out of your agenda and stick to just educating.

Respectfully,

Josh Matson
Rio Rancho

[EXTERNAL] NM Social Studies State Standards

Chanel Bencomo <chanel.bencomo@aps.edu>

Thu 10/14/2021 11:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent and teacher who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

Sincerely,

*Chanel Bencomo***Reading Interventionist****Mitchell E.S.***"Everyone you will ever meet knows something you don't."**-Bill Nye*

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Lucy Foma <mailagent@thesoftedge.com>

Thu 10/14/2021 11:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Lucy Foma
714 Rosita St.
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

William Mee <mailagent@thesoftedge.com>

Thu 10/14/2021 11:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

William Mee
2073 Camino Sam Montoya
Santa Fe, NM 87507

[EXTERNAL] Proposed changes to social studies standards

Kate Bowen <albuqkate@yahoo.com>

Thu 10/14/2021 11:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I am a parent of a child who is Black and also a public school teacher, and I am excited that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I strongly support this decision and believe in the full integration of ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist. The students of New Mexico schools deserve nothing less!

Sincerely,

Kathryn Cadwell

Parent and Teacher

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

John Booker <mailagent@thesoftedge.com>

Thu 10/14/2021 11:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

John Booker
1327 4TH ST
LAS VEGAS, NM 87701

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Edward Baird <mailagent@thesoftedge.com>

Thu 10/14/2021 11:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Edward Baird
411 Tano Road
Santa Fe, NM 87506-7029

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Karen Milstein <mailagent@thesoftedge.com>

Thu 10/14/2021 11:28 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Karen Milstein
13 Blue Jay Dr
Santa Fe, NM 87506

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Dora Davis <mailagent@thesoftedge.com>

Thu 10/14/2021 11:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Dora Davis
4125 N Mauri Lane
Hobbs, NM 88240

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Anne Beckett <mailagent@thesoftedge.com>

Thu 10/14/2021 11:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

After spending 30 years in banking I lost count of the number of people I worked with who had little or no understanding of personal finance - and were in personal financial trouble because of it. With a small amount of education those situations are almost completely avoidable. If the information is not provided in the home, then school is the place to receive it. In fact, school is the neutral and best place to receive this kind of information, as it is without any side emotions or demonstrations to the contrary.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Anne Beckett
P. O. Box 176
Youngsville, NM 87064

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Dianne Rich <mailagent@thesoftedge.com>

Thu 10/14/2021 11:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Dianne Rich
84 California Pine Rd NE
Rio Rancho, NM 87124

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Dianne Rich <mailagent@thesoftedge.com>

Thu 10/14/2021 11:37 AM

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Dianne Rich
84 California Pine Rd NE
Rio Rancho, NM 87124

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

VICTORIA SEALE <mailagent@thesoftedge.com>

Thu 10/14/2021 11:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

VICTORIA SEALE
369 montezuma ave
Santa fe, NM 87501

[EXTERNAL] Thank you

Sylvia Miller-Mutia <sylvia.miller.mutia@gmail.com>

Thu 10/14/2021 11:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent of 3 New Mexico students, grades 5, 7, and 11. I am also a clergy person in Albuquerque, serving a congregation with a large population of children and youth. I am aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

*Sincerely,**Sylvia Miller-Mutia*

--

The Rev. Sylvia Miller-Mutia

www.mothersylvia.com

Call/text: 510-932-1315

Note: I generally read & respond to email during my office hours, Sunday-Thursday, 8AM-2PM. If you need to reach me outside these times, please text me at 510-932-1315.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Valerie Smith <mailagent@thesoftedge.com>

Thu 10/14/2021 11:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. I believe these changes will improve the financial future of New Mexicans.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Financial education and protection from predatory practices can make NM more resilient. With improvements in financial literacy, changes can be seen in hunger, incarceration, health and education. Our people need to be better prepared and empowered.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Valerie Smith
1509 Valencia Dr NE
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Mark Mansell <mailagent@thesoftedge.com>

Thu 10/14/2021 11:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Mark Mansell
202 South Oak St.
Magdalena, NM 87825

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Marilyn Bowman <mailagent@thesoftedge.com>

Thu 10/14/2021 11:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Marilyn Bowman
1434 Fruit AveNw
ABQ, NM 87104

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Marilyn Bowman <mailagent@thesoftedge.com>

Thu 10/14/2021 11:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Marilyn Bowman
1434 Fruit AveNw
ABQ, NM 87104

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Joan Sickler <mailagent@thesoftedge.com>

Thu 10/14/2021 11:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Knowing how to make a realistic budget. Knowing how to balance your checkbook. Knowing how to apply for a loan. These are all skills that our New Mexico students must have to survive and thrive in the world.

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Joan Sickler
2253 Espejo Place
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Sarah Maze <mailagent@thesoftedge.com>

Thu 10/14/2021 11:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Sarah Maze
308 Spruce Lane
Taos, NM 87571

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Sherry Malone <mailagent@thesoftedge.com>

Thu 10/14/2021 11:48 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Sherry Malone
po box 670
Abiquiu, NM 87510

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Dorothy Starr <mailagent@thesoftedge.com>

Thu 10/14/2021 11:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Dorothy Starr
941 Calle Mejia #301
Santa Fe, NM 87501

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Lynn Trojahn <mailagent@thesoftedge.com>

Thu 10/14/2021 11:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Lynn Trojahn
6401 Salamanca Ct NW
Los Ranchos, NM 87107

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Patricia Sheely <mailagent@thesoftedge.com>

Thu 10/14/2021 11:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

I believe that this education is particularly important for our low income students who are not exposed to this material in other ways.

Thank you for considering my comments.

Sincerely,

Patricia Sheely
604 Jeff King Street
Gallup, NM 87301

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Susan Gallaher <mailagent@thesoftedge.com>

Thu 10/14/2021 11:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Susan Gallaher
853 Alto St
Santa Fe, NM 87501-2560

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Omar Ahmed <mailagent@thesoftedge.com>

Thu 10/14/2021 11:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Omar Ahmed
11409 Herman Roser Ave SE
Albuquerque, NM 87123

[EXTERNAL] Public Comment on 6.29.11 NMAC

Hope Morales <hmorales@teachplus.org>

Thu 10/14/2021 11:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (59 KB)

Financial Lit support letter (1).pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached is a letter of comment. Thank you!

Hope

--



Hope Morales
Executive Director
Teach Plus New Mexico

575.626.3437 | Roswell, NM



October 11, 2021

To Whom It May Concern:

Financial literacy remains more crucial than ever, yet it is not top of mind in our state. In 2018, Teach Plus New Mexico surveyed 175 educators across the state to learn more about their perspectives related to their ability to teach and their students' understanding of financial literacy. Nine out of ten respondents indicated that they *do not* believe their students have a basic understanding of financial literacy or the skills to make financial decisions in the real world. And while most teachers support financial literacy being taught throughout the educational career for students, they do not believe that they are adequately prepared to do so.

As the New Mexico Public Education Department considers updates to the state's learning standards and options for training and resources for building a more effective educator workforce, we ask that you consider the following:

- Include financial literacy as a component of learning standards that are taught K-12 grades.
- Provide opportunities for teacher training to learn strategies related to teaching financial literacy, including ideas for activities and assessments.
- Provide a list of high quality curriculum that will support the instruction of financial literacy.

Financial literacy is an important component of education that many other states have already adopted and a well planned transition to the classroom should be a major part of our work in New Mexico.

Respectfully submitted,

Hope Morales
Executive Director, Teach Plus New Mexico

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Kristen Ferris <mailagent@thesoftedge.com>

Thu 10/14/2021 11:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Kristen Ferris
11129 Newcomb Ave NE
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

ddonado@salud.unm.edu <ddonado@salud.unm.edu>

Thu 10/14/2021 11:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Damaris Donado
2300 Menaul Blvd. NE
Albuquerque, NM 87107

[EXTERNAL] I Say NO to Critical Race Theory being Taught In NM Schools

Clara Cates <claracates@yahoo.com>

Thu 10/14/2021 12:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of New Mexico and I do NOT support the changes being proposed for the PED Social Studies Standards.

I do not want Critical Race Theory to be taught in any School in New Mexico

Name: Clara Cates

County: Valencia

Sent from [Mail](#) for Windows

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Sierra Netz <mailagent@thesoftedge.com>

Thu 10/14/2021 12:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Sierra Netz
1505 Hazeldine Ave SE
Albuquerque, NM 87106

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Yetta Massey <mailagent@thesoftedge.com>

Thu 10/14/2021 12:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty. As a parent and instructor, I have seen first hand that students are lacking in personal financial planning skills. While I advocate for families to teach these skills to their children, like our family does, the reality is that a majority of New Mexico's children/students do not get this education within the home.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Yetta Massey
2111 ASPEN ST
PORTALES, NM 88130

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

DANIEL ORTEGA <mailagent@thesoftedge.com>

Thu 10/14/2021 12:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

DANIEL ORTEGA
1416 Cardenas Drive Northeast
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Nicolette Gonzales <mailagent@thesoftedge.com>

Thu 10/14/2021 12:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Nicolette Gonzales
33.1 Monroe St NE Unit K111
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Larry Gioannini <mailagent@thesoftedge.com>

Thu 10/14/2021 12:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Larry Gioannini
205 hoagland rd
las cruces, NM 88005

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

James E. Bonnell <mailagent@thesoftedge.com>

Thu 10/14/2021 12:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

As a former teacher and administrators in New Mexico schools (as well as being a graduate of a NM high school), I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Our schools need to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

James E. Bonnell
8239 Raintree Drive, NE
Albuquerque, NM 87122

[EXTERNAL] New Social Studies Standards

Nickie McCarty <mccartynickie@gmail.com>

Thu 10/14/2021 12:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

The new Social Study Standards are not good for children. They include Critical Race Theory (CRT) ideology, they promote the LGTBQ agenda, and Globalism. I am not in support of these standards.

Under the banner of equity, CRT is a divisive ideology that places moral worth on people based on the color of their skin. Minorities are uniformly portrayed as victims while whites are uniformly portrayed as victimizers and racists.

Dr. Martin Luther King Jr. would be shocked at what CRT promotes. It was his dream that one day children would not be judged by their skin color, but by their character. CRT intentionally judges children by skin color.

CRT separates people by race into categories of oppressors and oppressed in an effort to distort history and bring about a cultural revolution. The roots of CRT, in language and intent, are planted firmly in Marxism. Dividing people based on race is destructive and demeaning; this is racism on its face. This kind of teaching has no place in our public schools. CRT teaches that our Constitution and founding principles — the basis of our freedom — are racist and evil, and that “systemic racism” and “unconscious bias” are built into western society.

According to CRT propaganda, all white people have “white privilege” and are racists, whether they want to be or not. Their “whiteness” must be confessed and renounced, although there is no guarantee of forgiveness. This false doctrine fosters division and even hatred. It comes as no surprise that people are turning against one another, and do we want our children turning against each other? I can't even imagine what this will do to a child from an inter-racial family.

CRT teaches a worldview that others are not allowed to question. This is a suppression of free speech and a violation of the First Amendment. The First Amendment also protects freedom of conscience — the right to hold personal beliefs and thoughts without government intervention. Requiring teachers and students to take this kind of teaching is a perversion of education; it's indoctrination.

I ask you to look at these standards with a neutral eye and not one leaning toward any agenda. We need to teach our children about the real America, not some extreme curriculum. As a retired educator, I am appalled at what is happening in our schools. I have always supported public education; however, with these standards I would definitely support private and homeschool education.

Thank you,
Nickie McCarty
Retired Education
575-770-7838

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Diane LaFrance <mailagent@thesoftedge.com>

Thu 10/14/2021 12:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Diane LaFrance
44 Owens Road
Silver City, NM 88061-9767

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Alan Ley <mailagent@thesoftedge.com>

Thu 10/14/2021 12:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Alan Ley
11607 Herman Roser Ave. SE
Albuquerque, NM 87123

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Arthur Reeder <mailagent@thesoftedge.com>

Thu 10/14/2021 12:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Arthur Reeder
13 Buen Pastor
Santa Fe , NM 87508

[EXTERNAL] NEW Social Studies Standards

Claire Porter <porter_c@aps.edu>

Thu 10/14/2021 12:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I am an 8th grade US History teacher who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I have read the new proposed standards and agree with them whole-heartedly. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. I have witnessed first-hand in my 14 years of teaching history that students are more invested when they see themselves and their ancestors humanized in the curriculum. Thank you for working to make history education in New Mexico more just and anti-racist.

Thank you,

--

Claire M. Porter
8th Grade Social Studies Teacher
Madison Middle School
2015 Golden Apple Teacher of Distinction
porter_c@aps.edu

"Tolerance is giving to every other human being every right that you claim for yourself." --Robert Green Ingersoll

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[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jenna Scanlan <mailagent@thesoftedge.com>

Thu 10/14/2021 1:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jenna Scanlan
500 Hillcrest Drive
Santa Fe, NM 87501

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

David Siegel <mailagent@thesoftedge.com>

Thu 10/14/2021 1:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

David Siegel
7014 Guadalupe Tr NW
Los Ranchos, NM 87107

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Paul Roop <mailagent@thesoftedge.com>

Thu 10/14/2021 1:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

As a professional accountant working in New Mexico, I can attest to the critical importance of personal finance education as a building block for a successful life and career. Financial decisions made immediately after high school can impact a person for years or decades, and we have a responsibility to prepare young people to face these decisions with relevant skills and a strong knowledge base.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefiting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Paul Roop
213 Monroe St. NE
Albuquerque , NM 87108

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Signe Stuart <mailagent@thesoftedge.com>

Thu 10/14/2021 1:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Signe Stuart
18 Gavilan Rd
Santa Fe, NM 87508-8840

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

SARI STEIN <mailagent@thesoftedge.com>

Thu 10/14/2021 1:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

AS A LIFE LONG NEW MEXICAN, I IMPLORE you to 100% adopt the recommended REVISIONS submitted by Think New Mexico AND IT IS CRITICAL TO ADD substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

IT IS DEPLORABLE/UNCONSCIONABLE New Mexico is one of only five states that GROSSLY FAILS to include personal finance in its education standards. ALAS, NEW MEXICO STILL LIVES IN THE DARK AGES IN MANY RESPECTS. NM EDUCATION DEPT GET WITH IT IF YOU REALLY WANT THE FORTHCOMING GENERATIONS TO BE PREPARED TO SUCCEED IN WORK AND LIFE!! This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefiting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation. ACT NOW OR CONTINUE TO FAIL OUR CHILDREN AS THEY LEARN AND GROW TO ADULTHOOD!!

Thank you for considering my comments.

Sincerely,

SARI STEIN
PO BOX 1322
GRANTS, NM 87020

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

amylevi@salud.unm.edu <amylevi@salud.unm.edu>

Thu 10/14/2021 1:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Amy Levi
726-1 Tramway Vista Court NE
Albuquerque, NM 87122

[EXTERNAL] NM Social Studies Standards

Blythe Clark <blythegclark@gmail.com>

Thu 10/14/2021 1:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent in Albuquerque who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

Sincerely,
Blythe Clark

Sent from my iPhone

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Scotti Romberg <mailagent@thesoftedge.com>

Thu 10/14/2021 1:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Scotti Romberg
9512 Bent Rd,NE
Albuquerque, NM 87109

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jim Plewa <mailagent@thesoftedge.com>

Thu 10/14/2021 1:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jim Plewa
2986 Plaza Blanca
Santa Fe, NM 87507-5340

[EXTERNAL] New Education Standards - Yes!

Xolani Kacela <xolani.kacela@gmail.com>

Thu 10/14/2021 2:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please support the new standards for teaching social studies and history. Vote to affirm.

--

Xolani "xk" Kacela, Ph.D.

Las Cruces, NM

Cell: 919.949.2002

Get your [FREE copy of Jumpstart Your Allyship](#) here.

Buy [your copy](#) of The Black UU Survival Guide: How to survive as a Black Unitarian Universalist and how allies can keep it 100.

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[Click here to find my links on Linktree](#)

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

William Lindenau <mailagent@thesoftedge.com>

Thu 10/14/2021 2:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

William Lindenau
11 Virtue st.
Hillsboro, NM 88042

FW: [EXTERNAL] Civics Education

Sena, John, PED <John.Sena@state.nm.us>

Thu 10/14/2021 2:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: wdswift@spinn.net <wdswift@spinn.net>**Sent:** Thursday, October 14, 2021 2:20 PM**To:** Sena, John, PED <John.Sena@state.nm.us>**Subject:** [EXTERNAL] Civics Education

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: John Sena, Director of Policy, Innovation, and Measurement NM PED**From:** Bill Swift, Retired 39 year educator**Subject:** Restoring solid Civics Education to our curriculum

Research shows that students who receive quality civics education are more likely to vote, discuss politics at home, complete college, and develop skills that lead to employment. These students are also four times more likely to give back to their communities through volunteering and working on community issues and are more confident in their ability to speak publicly and communicate with their elected representatives.

As a retired educator, I regret that courses like Civics, Problems of Democracy, and American history have been short-changed or eliminated. Jay Leno discovered that only one-in-three citizens he encountered during his walks could name the three branches of government.

I believe the January 6th insurrection could only have happened because of a lack of basic understanding of how our government works by so many voters. "If a nation expects to be ignorant and free," said Thomas Jefferson, "it expects what never was and never will be."

Students who understand the principles of our Constitution will also understand that government is not a dirty word, but exists to "form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." As PBS' Mark Shields reminded us, "Politics is the peaceful resolution of conflict arising from legitimate competing interests."

The division in this country continues to grow as we neglect civics education and fail to build a nation adequately informed of our democratic principles, norms, and institutions. It works through achieving compromise. Bringing civics back into our educational system will help return civility to our nation.

Thank you.

wdswift

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Warren Payne <mailagent@thesoftedge.com>

Thu 10/14/2021 3:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

One final note: As a former teacher in NM and as a long-time real estate appraiser I feel very strongly that our schools are failing us. By that I mean in the actual and at least fairly intensive education in the BASICS. I taught at Garfield Jr. High, and that was a long time ago, but I was so terribly disappointed at the abysmal level of reading proficiency of all but the highest achievers, and I know we've fallen even farther behind since then. So I urge you to FORGET all the social/political nonsense and educate our students with a real and USEFUL set of skills and understanding! A firm grasp on the BASICS will serve them better than superficial learning in transitory issues.

Thank you for considering my comments.

Sincerely,

Warren Payne
7809 Hendrix, NE
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

MAg Sare <mailagent@thesoftedge.com>

Thu 10/14/2021 3:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

MAg Sare
7501 pennslyvania
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Will Steinberg <mailagent@thesoftedge.com>

Thu 10/14/2021 3:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

I am really tired of New Mexico being a "Poor & Uneducated" state.

Thank you.

Sincerely,

Will Steinberg
4104 Inca St. N.E.
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Marjorie Kirkel <mailagent@thesoftedge.com>

Thu 10/14/2021 3:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Marjorie Kirkel
7804 PRIMROSE DR NW
ALBUQUERQUE, NM 87120

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Patsy Nelson <mailagent@thesoftedge.com>

Thu 10/14/2021 3:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Patsy Nelson
3301 La Rambla St NW
Albuquerque, NM 87120

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Carol Campbell <mailagent@thesoftedge.com>

Thu 10/14/2021 3:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Carol Campbell
3413 Black Hills Rd.NE
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Peter Murphy <mailagent@thesoftedge.com>

Thu 10/14/2021 3:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Peter Murphy
50 Oshara Blvd
Santa Fe, NM 87508

[EXTERNAL] feedback on proposed social studies standards

Jesse Murray <jesse.d.murray@gmail.com>

Thu 10/14/2021 3:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello!

I am writing as the parent of a gender-nonconforming APS student and as a Ph.D. in history (University of Illinois, 2013).

I am delighted that the NM Social Studies State Standards are being updated to be more inclusive and accurate. All children deserve an up-to-date, state-of-the-field education in social studies and history. Our push towards accuracy and truth-speaking is also slowly leading to an educational environment that honors the lived experiences of all children, not just a favored few.

Sincerely,
Jesse Murray

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Charles Karaian <mailagent@thesoftedge.com>

Thu 10/14/2021 4:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Charles Karaian
5001 Glenwood Hills Dr NE
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Rhonda Berger <mailagent@thesoftedge.com>

Thu 10/14/2021 4:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Rhonda Berger
1331 Tesuque Dr.
Española, NM 87532

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Chemen Ochoa <mailagent@thesoftedge.com>

Thu 10/14/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

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Thank you for considering my comments.

Sincerely,

Chemen Ochoa
1 Altura Drive
Santa Fe , NM 87508

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

sarah brownrigg <mailagent@thesoftedge.com>

Thu 10/14/2021 4:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

sarah brownrigg
4821 solecito circle
santa fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Dean Zantow <mailagent@thesoftedge.com>

Thu 10/14/2021 4:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. Along with reading skills, learning about personal finance is something that will benefit students for the rest of their lives. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

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I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Dean Zantow
7000 Prospect PI NE
Albuquerque, NM 87110-4359

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Eugene Farnum <mailagent@thesoftedge.com>

Thu 10/14/2021 4:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I have had to "bail out" three of my four now-college-age grandchildren because they were ignorant of basic, practical financial knowledge and accumulated credit card debt. All of them graduated from New Mexico High Schools without this crucial financial instruction. Hopefully they will learn from this experience, but how much better it would have been if they had learned about insidious credit card interest in high school.

Please take think New Mexico's advice and help our kids become financially literate.

Thank you for considering my comments.

Sincerely,

Eugene Farnum
971B Chgicomoma Vista
Santa Fe, NM 87507

[EXTERNAL] Ss Curriculum

Stacey Fernandez <stacey.rose@gmail.com>

Thu 10/14/2021 4:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am writing to let you know that I have looked into the changes that you are interested in making to the SS curriculum and I am in full support of this. I think it is imperative for our children to know what has happened in America's past and the history that has lead and resulted from it. Being able to learn about all people and stories is how I feel all can relate, understand, learn empathy, and apply what they know to the present and future. Please work to pass this and bring it into our schools!

Stacey Fernandez

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

George Ginsberg <mailagent@thesoftedge.com>

Thu 10/14/2021 5:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

George Ginsberg
47 Vereda Serena Rd,
Santa Fe, NM 87508

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Penny Baldwin <mailagent@thesoftedge.com>

Thu 10/14/2021 5:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. As a former banker and accountant in Bernalillo, Lea and Santa Fe Counties, I can personally guarantee you that our students need this important training to assure a successful future. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Penny Baldwin
3 Canjilon Ct
Santa Fe, NM 87508

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Diane Berger <mailagent@thesoftedge.com>

Thu 10/14/2021 5:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Diane Berger
12101 coral dawn rd ne
Albuquerque, NM 87122

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Ellen Moore <mailagent@thesoftedge.com>

Thu 10/14/2021 5:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Ellen Moore
1571 Canyon Road
Santa Fe, NM 87501

[EXTERNAL] Proposed Guidelines for History/Social Studies instruction

Steele, David <David.Steele@ttuhsc.edu>

Thu 10/14/2021 5:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a citizen and resident of New Mexico, I am writing to express my strong support for the proposed new guidelines for the development of social studies and history curricula in New Mexico's schools K-12. It is important that our children be exposed to age appropriate instruction that is honest, balanced, and evidence-based. Thank you very much for your consideration. Sincerely, David Steele

David J. Steele, PhD

Professor, Family and Community Medicine (Emeritus)
TTUHSC at El Paso, Paul L. Foster School of Medicine

Home: 4358 Nambe Arc, Las Cruces, NM 88011

Phone: 575-449-4180

[EXTERNAL] Suspension of Authority of a Local School Board and Critical Race Theory

Mr. & Mrs. Lewis Saxton <tipisem@gmail.com>

Thu 10/14/2021 6:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The Suspension of Authority of a Local School Board, Superintendent, or Principal, SHOULD NOT BE REPLACED with 6.30.6 NMAC, Suspension of Authority of a Local School Board. It would overstep the bounds of state government authority and is unnecessary as there is already a procedure in place for suspending the school board, superintendent or principal. School Boards should have the power to make policy decisions with only limited oversight by the State.

The State has absolutely no business mandating the teaching of Critical Race Theory. It is a totally unproven and unscientific theory and it can not be proven. Further, tt is not provable.

--

Barbara Saxton
tipisem@gmail.com
Silver City, NM

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Rita Lujan <mailagent@thesoftedge.com>

Thu 10/14/2021 6:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Rita Lujan
Zia Street #55
Sanyo Domingo Pueblo, NM 87052

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

William Davidson <mailagent@thesoftedge.com>

Thu 10/14/2021 6:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

William Davidson
19 Calle Arbolitos
Placitas, NM 87043

[EXTERNAL] CRITICAL! this critical race theory needs to stop!

sean <smjohnsen02@gmail.com>

Thu 10/14/2021 6:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Critical is, expressing adverse or disapproving comments or judgements; as well as, expressing or involving an analysis of the merits and faults of a work of literature, music or art.

Thats the definition of critical, no where in that definition does it say anything about facts or reality based in history.

To apply a critical perspective on the "theory" of race. Is just as bad as receiving an opinion of a slave from a slave owner.

No one should teach history from opinion. **FACTS CAN BE LEFT OUT!**

Sadly our higher learning and public institutions for the last 70 years have been influencing our history books as they are published by corporate interest.

CRT is the new indoctrinated narrative for the future . sadly this future is driven by communists, nazis, Marxists, socialists satanists, and pedos . The future is Grey and full of 1984 Orwellian playbooks.

CRT should not be taught to children. We need an understanding that secret societies have been manipulating humanity for too long.

WAKE UP AMERICA. WE ARE UNDER AN ATTACK BY IGNORANCE DRIVEN BY EVIL! IN THE NAME OF THE GREATER GOOD !

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Glen Kappy <mailagent@thesoftedge.com>

Thu 10/14/2021 7:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Glen Kappy
701 Carlisle Blvd. SE
Albuquerque, NM 87106

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

shirley anderson <mailagent@thesoftedge.com>

Thu 10/14/2021 7:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

shirley anderson
2180 W. Alameda#11, ,
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Tom Krajci <mailagent@thesoftedge.com>

Thu 10/14/2021 7:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Tom Krajci
4 Aspen Grove Road
Cloudcroft, NM 88317

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Robin Spalding <mailagent@thesoftedge.com>

Thu 10/14/2021 7:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

I work in the banking industry. I have been a teller in my current position for over six years. I had previous banking experience of over thirteen years. I am amazed every day at the teenagers who don't even know how to sign their names or where to sign their names. They have no understanding of the concepts of basic financial principals. We are failing our children when we don't teach them how to be fiscally responsible and how to manage their money. I fear that they will fall prey to the many scammers out there as well as not having a basic understanding of how it all works. It's time for New Mexico to step up and ensure our children have a basic knowledge of the financial systems in the United States.

Thank you for considering my comments.

Sincerely,

Robin Spalding
P. O. Box 852
Moriarty, NM 87035

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Welcome Lindsey <mailagent@thesoftedge.com>

Thu 10/14/2021 8:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Welcome Lindsey
409 Martinez Lane
Taos, NM 87571

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Michael Purdy <mailagent@thesoftedge.com>

Thu 10/14/2021 11:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Michael Purdy
4840 Southern AVE, SE
Albuquerque, NM 87108

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Diane Wesner <mailagent@thesoftedge.com>

Fri 10/15/2021 7:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. When children complete the eighth grade without knowing such basics as that it costs more money to buy on credit, we are not setting up our citizens for success.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, especially if they are entering the workforce directly from high school or without graduating.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Students who learn personal finance concepts in school may bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefiting them, their families, and their communities for the rest of their lives. I strongly urge you to adopt this recommendation.

Thank you for considering my comments.

Sincerely,

Diane Wesner
2911 Arizona PI NE
Albuquerque, NM 87110

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Denise Welsh <mailagent@thesoftedge.com>

Fri 10/15/2021 7:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Denise Welsh
3008, Linden Ave
Las Cruces, NM 88005

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Gerald Garcia <mailagent@thesoftedge.com>

Fri 10/15/2021 8:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Gerald Garcia
6 sacramento pl.
Los Lunas , NM 87031

[EXTERNAL] 6.29.11 NMAC, Social Studies - PUBLIC COMMENT

Kevin Summers <adsummke@aztecschools.com>

Fri 10/15/2021 8:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (96 KB)

AMSD SS Petition 10.14.21.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

Please find attached a petition from the Board of Education of the Aztec Municipal School District regarding the proposed repeal and replacement of 6.29.11 NMAC, Social Studies.

Please add this attachment to the official record of public comment.

Submitted Respectfully,

Kevin Summers

Superintendent

Aztec Municipal School District





**Petition of the
Aztec Municipal School District Board of Education**

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous COVID 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the COVID 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

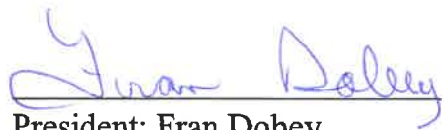
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Aztec Municipal School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Aztec Municipal School District Board of Education

A handwritten signature in blue ink that reads "Fran Dobey". The signature is written in a cursive style with a large initial "F".

President; Fran Dobey

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

James Riggs <mailagent@thesoftedge.com>

Fri 10/15/2021 8:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

James Riggs
9508 Villa del Rey NE
Albuquerque, NM 87111-1651

[EXTERNAL] Please don't pass the changes..

Stephanie Salazar <stephanie-marquez@hotmail.com>

Fri 10/15/2021 8:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I don't agree with the changes being done to social studies. I don't think students need to be taught identity studies. I am also against critical race theory. If this passes I will be pulling my children out of public school.

If social studies changes to teaching a less watered down version of the truth. But it is all FACTS and not perspectives or opinions. I think that is fantastic. History cannot and should not be changed. History is not pretty but as long as we teach our children that the beauty of the present and future is that we can do better and be better.

They need to learn empathy through hearing the facts that happened. I remember learning about slavery and Anne Frank and other ugly history facts and thinking I would have helped them. Nobody needed to put their opinions in my head for me to know that.

I also don't think any other race other than my own needs to tell me I matter, just like I don't think any other race needs my help to know they matter. Of course they matter they don't need my blessing. That's ridiculous. Us as parents need to teach our children they are important and they have purpose no matter what other people say. Sticks and stones, yes words can hurt but you have to keep on keeping on. If you work hard and try your best to be a good human you will succeed. Life is not perfect or fair and it never will be. LIFE IS NOT FAIR AND NEVER WILL BE. The sooner our kids learn that the better off we all will be.

Please rethink the changes, and don't pass the changes to Social Studies!

A concerned mother,

Stephanie Salazar

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Claudette Sutton <mailagent@thesoftedge.com>

Fri 10/15/2021 9:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

As editor of Tumbleweeds, Santa Fe's parenting magazine, for over 25 years, I have recognized the importance of financial literacy and provide articles from local experts to support parents and youth in this lifelong learning process. After reviewing the recommended revisions to the economics standards in 6.29.11 NMAC, Social Studies, submitted by Think New Mexico, I am writing to urge you to adopt these revisions to add substantive personal finance standards to the school curriculum.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Claudette Sutton
837 Don Diego Avenue
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Charles Clements <mailagent@thesoftedge.com>

Fri 10/15/2021 9:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

In the 50-60s I had this type of schooling and benefited up to the present time. What our children get now is "greed" education on our media 24/7.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Charles Clements
2141 N Solano Dr #305
Las Cruces , NM 88001

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Robert Bradley <mailagent@thesoftedge.com>

Fri 10/15/2021 10:15 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

As an anadote, when I and my wife were getting ready for marriage 50 years ago, we were required by the Catholic Church to attend Pre-Cana Conferences which included extensive discusion of finances including budget, debt and savings. I being older (20's) was astounded at the lack of understanding that most of the attendee's (mostly younger) had on finances. My wife and I actively chose to raise our family with and understanding of finance - cash flow, debt, budget, savings etc. It is disheartening to see that this continues to this day and we must rectify this by adding it to the curriculum like basic knowledge of mathematics. You would think this is unnecessary but it is. Look at the statistics on credit card and student debt.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Robert Bradley
13304 Comanche Rd NE
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

jacastro@salud.unm.edu <jacastro@salud.unm.edu>

Fri 10/15/2021 10:30 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jacqueline Castro
9851 Wilshire Ave. NE
Albuquerque, NM 87122

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jim Fisher <mailagent@thesoftedge.com>

Fri 10/15/2021 10:30 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

As I am sure you are aware, New Mexico is one of only five states that fails to include personal finance in its education standards. This means that we, our schools, are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce in order to be a more functioning, successful adult.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families which have little if any personal financial literacy. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jim Fisher
2120 Ridgeview Circle
Santa Fe, NM 87505

[EXTERNAL] Fwd: Feedback DRAFT

Sha Lyn Weisheit <sweisheit@bsin.k12.nm.us>

Fri 10/15/2021 10:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please re-evaluate the K-3 standards in regards to the developmental appropriateness of each. Students at the primary grades tend to be egocentric. Asking them to consider global issues or to compare our nation to other surrounding nations will not be a relevant task. Many students this age have not travelled beyond their own communities and some have never left the state. Asking them to discuss global issues will require a level of abstraction that they are not developmentally prepared for at such a young age. Discussing topics relevant to their classrooms or local communities is relevant and appropriate.

In regards to the 7-12 grade standards, the number of standards teachers are expected to cover are in excess. It seems the goal is to superficially cover a great many standards rather than to delve deeply into fewer key standards. Please revisit the number of standards that need to be covered within a given school year for the secondary level.

[EXTERNAL] Standards and Assignments

Thomas Hunt <thunt@bulldogs.org>

Fri 10/15/2021 11:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

Our students need to be able to think critically about our history and societal issues. They do not need a biased opinion piece on anything in history at any point. They should be given the **facts** and be able to come up with their own thoughts. It should not be from a point of view that is taught, but should be the overall facts. All major historical names need to be taught and regardless of opinions of any individual. It is a disservice to our students, parents, teachers, and our country as a whole to not properly educate our upcoming generation with honesty and accuracy. Imposing restrictions on the education of our students only limits their ability to discern good and bad, right and wrong. It is building a polaristic view of all events and leaves no room for discussion on particular topics. Which will devastate the growth of our children.

[EXTERNAL] 6.29.11 NMAC, Social Studies Proposed Rule Feedback

Elle Seybold <elseybold@yahoo.com>

Fri 10/15/2021 11:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

This letter is written to protest, and oppose, the proposed changes to the social studies curricula [6.29.11 NMAC, Social Studies].

First, the primary stakeholders (parents and guardians) have not had sufficient time to review them. The proposed standards are 129 pages long and contain vague language. Further, the average parent is not even aware of the proposed changes. Parents must be allowed to make their voices heard.

Second, racism should not be promulgated by public education. The Critical Race Theory, amongst other topics being proposed, most certainly foster racism. We must stop forcing division.

There is no room for politics in education. This is a politically motivated and politically driven proposal. This is not what New Mexicans want.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Donna Bradley <mailagent@thesoftedge.com>

Fri 10/15/2021 1:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Teaching financial literacy will pay off for years to come. Having educated citizens will save our state substantially. I

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Donna Bradley
13304 Comanche NE
Albuquerque , NM 87111

[EXTERNAL] Feedback on Updated Social Studies Standards

Dave E. <myabq311@yahoo.com>

Fri 10/15/2021 2:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED:

After reviewing the State's proposed updated Social Studies standards, I noticed several things. While it is good to provide different cultural perspectives:

- The terms "equity," "inequity," or "equitable" are mentioned no fewer than 17 times;
- The word "systemic" is used at least 3 times.

While these are popular buzzwords in today's politically correct climate, their use in school curriculum is concerning. The terms "equality" and "equity" are often conflated, but they do not mean the same thing. Our nation was founded on the principle of *equality* (i.e., equal opportunity) but that is quite different than *equity* (implying equal outcomes, as determined by government policy, for example). If such terminology is going to be used in the classroom, then students clearly need to understand the difference, as well as how "equity" policies might affect non-minority groups.

Similarly, "systemic" has not been clearly defined. If it refers to institutionalized (racist) policies, then it is debatable whether that exists today, certainly nothing like it was in the past (Jim Crow era). Again, this needs to be put into perspective so students understand the difference.

Finally, there is a difference between migration (both legal and illegal) and immigration (a legal process). Illegal immigration is not mentioned anywhere in the revised standards, yet it is an important issue that affects our country both socially and economically.

Thank you for your consideration and for providing the opportunity for feedback.

Dave E.
Albuquerque

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

lfullerton@salud.unm.edu <lfullerton@salud.unm.edu>

Fri 10/15/2021 4:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to encourage you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This may be why our state continually ranks near last in important lists such as income, education, child poverty (where we are near the top), and success. We need to give our kids the basic tools to function as adults.

Debt is easy to create and difficult to erase. Banks are happy to make credit card offers to young people and get them into debt. Buy now, pay later offers sound like free money to the unprepared. People are vulnerable to such schemes and find themselves paying interest and finance payments for items they may not have really wanted in the first place! It is preventable with a solid education and New Mexico should provide that education.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Lynne Fullerton
716 California St SE
Albuquerque, NM 87108

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Paula Lozar <mailagent@thesoftedge.com>

Fri 10/15/2021 8:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Paula Lozar
7499 Sagebrush Rd
Santa Fe, NM 87507

[EXTERNAL] Critical Race Theory

Kathy Ledingham <kathyledingham03@gmail.com>

Fri 10/15/2021 9:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am completely opposed to teaching our kids CRT! I am the Instructional Coach in a school that borders the reservation and I can only imagine the dissension this would cause in my school. We spend hours and hours developing relationships with families, parent nights, meetings where we try to help as much as possible and encouraging parents to be a part of their child's education. There is already a thread of distrust because of previous history. Please, please, pleas do not pass any ruling about teaching CRT.

On a personal level, I am appalled that the state where I was born and still live, would accuse me of being racist because of my color. How can you accuse an entire group of people without knowing them personally? What an insult!

I would like to invite you to my school where we face numerous challenges educating our students. Adding a layer of universal racism would only undermine all the progress we have made in our community.

We are facing additional challenges with the pandemic AND the recent legalization of marijuana. Please do not add this burden to our already stressed educational system. New Mexico cannot find enough teachers as it is. If you add this additional layer of stress, you will only be increasing the shortages. Please do not let a few liberals determine our state education policies.

Thank you for your consideration.

[EXTERNAL] Critical Race Theory

Paul Gruber <gruberpaul@rocketmail.com>

Fri 10/15/2021 10:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am urging you to stop critical race theory to be pushed in schools and ask you kindly to stop indoctrinating our children with hatred and racism.

As a white male I have children who are part caucasian and part Hispanic and one of my daughters is also married to a Native American and I have Native American Grandchildren whom I love very much.

If you push crt on kids you are teaching them racism and racism will never go away. As a concerned grandparent I cant imagine them turning their backs on me because they think white people are evil.

I am in no way being hateful in this email. As a believer in Christ I am quoting the words of Jesus Christ

In Matthew 18:6, He says the following;

"But whoever causes one of these little ones who believe in Me to sin, it would be better for him if a millstone were hung around his neck, and he were drowned in the depth of the sea.

I will also quote the words of God in Jeremiah 1:5;

"Before I formed you in the womb^(A) I knew^{[a](B)} you,
before you were born^(C) I set you apart;^(D)
I appointed you as a prophet to the nations.^(e)

God created all life, males and females.

Genesis 5:2

2 He created them ^(A)male and female, and ^(B)blessed them and called them Mankind in the day they were created.

I urge you to carefully think about this. God does not like anyone teaching children false doctrine and/or harming them in any way. There will be a day when we stand before God to face His judgment and anyone who harms children will have to answer to Him.

Again this email is not to be mean in any way but I do write these words with the love of Jesus Christ in mind.

If my children were still younger and still in school and this was being taught I'd pull them.out of public school and I will try to encouragem my daughter to take my grandchildren out of school. As a person who fears (Which means to respect and honor Him) God I hope you would do the same.

Respectfully,
Paul Gruber

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] November 12 Meeting on Changing Social Studies to add CRT

Richard Williams <rtw88220@yahoo.com>

Sat 10/16/2021 7:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning. We are against any changes in Social Studies that will add CRT, Critical Race Theory, false history, false values, false teaching to our children's education. We should have pride in how America was formed, our history, our values, not have our children raised to hate our great country to appease some socialist, anarchist agenda.

Our children should be raised and taught to love America, not hate it.

Those in favor of CRT should realize they would not be here to force this agenda on us if it had not been for all the brave men and women who gave their lives to create and maintain this great nation, all the soldiers who have died in all our wars so that some fake teaching can be rammed down our children's throats. Have pride in our country and vote not to add CRT to our education system.

New Mexicans should not have to watch our great state be destroyed by Anti-American rhetoric to please a one political party who wants to destroy American history, values for their own benefit. Mexican Americans, Blacks, Whites, Chinese, Japanese Americans have all contributed to creating the greatest nation on the face of the earth and CRT wants to lie about the forming and continual greatness. We are one nation that contributes large amounts of money through taxes and through charitable contributions through our Churches to help our own people, to help other people in other countries.

CRT wants to put their own agenda in place. CRT hates America and what it has done for the world. Without America fighting for what is right, we would still be under England's control, there would be no America. Without America Hitler would have won. Without America, Stalin would have won. Without America Japan would have won. Respect American history, American values and vote against CRT's lies. Vote not to have Critical Race Theory in our school system.

Richard and Emilia Williams

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Margaret Williams <mailagent@thesoftedge.com>

Sat 10/16/2021 8:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Margaret Williams
601 Vassar Dr NE
Albuquerque , NM 87106

[EXTERNAL] Proposed Social Studies Standards 6.29.11

Allen Willard <allenwillard@outlook.com>

Sat 10/16/2021 8:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

As a father of a 4th grader, I am deeply concerned about the proposed set of rules. The ambiguity of the language leaves too much to be determined by future policy. The legalistic nature of the wording and the length of the proposed document do not give, educators nor parents enough time to evaluate and determine what is trying to be taught to the children. There are no examples of how this is going to be implemented, or what kind of material will be introduced. Also, no clear outlying of who's going to be choosing the material and how it will get implemented into the learning environment. With the things that are going on in other states around the county I am afraid of what might creep into the curriculum for our students. The Covid-19 pandemic has already made it difficult for our children. The lack of dedicated school time and the social toll it has taken on these poor kids are already hard enough on them. I do not understand why we don't focus on the core subjects and help them understand the math, science, and language arts better instead of trying to re-write history. I understand the importance of history and learning from past mistakes but erasing them and trying to create new facts does not feel like the proper way to help us learn from our history. There has already been an exodus of talented families from New Mexico with the current political and economic climate, and a rule change like this could drive more of them away. We all should want the best and brightest for our kids future. Please take these concerns into account when you are implementing changes and listen to the parents input.

Thank you,

Allen Willard

[EXTERNAL] History curriculum

Margaret Marti <mmarti505@gmail.com>

Sat 10/16/2021 8:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

History is difficult. We're living proof of that during these times. Let's teach our children about the controversies so that, perhaps, they can be better prepared to deal with the ones they will face. Let's frame US history as it actually happened.

Margaret Marti

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

John Thayer <mailagent@thesoftedge.com>

Sat 10/16/2021 11:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

John Thayer
POB 124
Buena Vista, NM 87712

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Cynthia Jacques <mailagent@thesoftedge.com>

Sat 10/16/2021 1:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Cynthia Jacques
7012 Husky DR NE
Rio Rancho, NM 87144

[EXTERNAL] PED Social Studies proposed standards

Daniel Banks <danbanks@usa.net>

Sat 10/16/2021 2:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (18 KB)

PED Comments.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Daniel C. Banks

9 Sagebrush Trl
Artesia, NM 88210

Public comment and rejection to NMPED Social Studies Standards proposal

On your web site you stated: You redeveloped the Social Studies Standards “ using current evidence-based practices, research and data to create a culturally responsive set of Social Studies Standards that focus on the knowledge, skills and dispositions critical to ensure ALL students in New Mexico are college, career, and civic ready.”

That is a bold face lie, as there is no evidence-based need to “redevelop Social Studies Standards. What you have proposed is exactly what NM Children DO NOT NEED! And those proposed redeveloped standards will NOT lead to your “mission: ensure all students are college, career, and civic ready.”

You falsely claim the current standards do not address the increasingly diverse perspectives and histories of the peoples of New Mexico. You present no evidence to support that claim. And you are wrong.

You claim you used a series of “guiding principles” to help give the actual curriculum writers something to consider as they were creating the new standards. But these “guiding principles” have some rather troubling words and phrases that seem to indicate a far different type of social studies curriculum than a traditional social studies curriculum which focuses on dates and events, constitutional rights and processes, etc. Words and phrases like “power,” “class conflict,” “social justice,” “equity” (not equality), “relationship between power and oppression,” “strong historical consciousness representative of many perspectives while allowing students to maintain his/hers/their own cultural integrity” are all elements of critical theory and its subgroup CRT. These words and phrases are the warning signs that our children are at risk FROM YOU!

There are numerous areas where CRT concepts are being mandated to be taught, (especially in the Ethnic, Cultural, and Identify Studies arena). You know this, yet you want to impose this on OUR children. SHAME ON YOU.

Local school boards have an important responsibility in making sure that public schools teach content that accurately reflects American ideals and your proposal certainly does not do that. Our local school board is rightfully concerned by what you want to impose on us against our will. How can that be civic? Or American? It isn't.

I believe and request that PED to provide a detailed briefing to all state legislators once the new standards are released publicly. Legislators NEED and DESERVE to know what you are trying to force on our schools

Our Social Studies curriculum should promote civics knowledge, not social action and diversity training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school. Is not that what you implied here: "Social Studies Standards that focus on the knowledge, skills and dispositions critical to ensure ALL students in New Mexico are college, career, and civic ready."

There is no rational reason why a student should be forced to attend a school within their zip code if that school is teaching content that is antithetical to the values and ideals of that family. And there is no valid reason PED should be imposing such things to our schools.

Your proposed Standards have wrong dates and information. European nations of 15th century? No names of specific explorers. 16th Century not included.

Little to no guidance on content specifics (people, places dates, events).

None of the following are included: Pocahontas, Juan Ponce De Leon, William Penn, Anne Hutchinson, George Washington, James Madison, John Locke, The Prophet and his brother Tecumseh, Five Civilized Tribes, Trail of Tears, Indian removal Act, Manifest Destiny, Hiram Revels, Blanche K. Bruce, Dred Scott, John Brown, Fredrick Douglas, just to list a few.

THERE ARE MANY OTHER PROBLEMS WITH THESE "STANDARDS".

History 16 8.48 "Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American Revolution." The causes of the American Revolution should be standard, but is not under these new proposals. Even the results of the American Revolution are not clearly

taught and much of our history has been raped and pillaged by those who wish to change it to more closely match their own thoughts and ideas.

Even more troubling is the claim that Indigenous peoples around the world have the potential to inform solutions to global problems as every human being has the same potential as do indigenous peoples. History is SUPPOSED TO BE FACTS THAT HAVE BEEN ACCEPTED AS TRUTH, NOT WISHES, HOPES AND DREAMS.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

jraldrich@earthlink.net <jraldrich@earthlink.net>

Sat 10/16/2021 7:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

The proposed standards for teaching social studies/economics in New Mexico schools are truly astonishing. I consider myself among the blessed because my accountant father, also a Baptist deacon, and my mother sat me down at age 7 or 8 to begin giving me an allowance. The 25 cents was broken into pennies, nickels, and dimes so that father could explain about the 10% of "earned income" that should go to God and the church. Fortunately for me, such personal finance instruction continued as needed throughout our lives -- but I don't recall his talking about a "budget" until I was well into high school.

I'm trying to say that the standards for teaching/learning about personal finance are set high, it seems to me, but if even half of the proposed standards/topics are presented and learned, New Mexico's public school students will be winners! Thus,

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments -- and for what you have done already for "the greater good" of New Mexico.

Sincerely,

Johnnie Ruth Aldrich
4653 Maxim Court
Las Cruces, NM 88011

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Robert Kossmann <mailagent@thesoftedge.com>

Sat 10/16/2021 8:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Robert Kossmann
2003 Calle Lejano
Santa Fe, NM 87501

[EXTERNAL] Feedback on Newly revised Social Standards

Cate Moses <cmoses@montedelsol.org>

Sat 10/16/2021 8:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am resending this because it does not appear to have been received and published on the NMPED website. I originally sent it on Oct. 8.

I wholeheartedly support the newly drafted K-12 Social Studies Standards that focus on tribal sovereignty, social justice, and sustainable futures. It is important that they go forward without changes. This is how we create a more just and compassionate world.

I have five grandchildren in NM public schools. These new standards will go a long way toward helping them on the path to understanding and compassion in our complex times.

We are all indebted to the educators who committed many thoughtful volunteer hours to bring these thoughtful new standards into being.

Best regards,
Cate

Cate Moses, Ph.D.

she her hers

McKinney Vento Specialist

Monte del Sol Charter School

4157 Walking Rain Rd., Santa Fe, NM 87507

Mon. & Wed. 9:00-4:00; Tues. 9:00-12:30

mobile: 505-920-8227

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jo Ann Benenati <mailagent@thesoftedge.com>

Sat 10/16/2021 9:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

I live in McKinley County, where so many families are living paycheck to paycheck, or public assistance check to public assistance check. So often, families resort to payday lenders without realizing the hole they are digging for themselves.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Sincerely,

Jo Ann Benenati
3502 Church Rock St
Gallup, NM 87301

[EXTERNAL]

stacie@americanwestre.com <stacie@americanwestre.com>

Sun 10/17/2021 7:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

This is the most damaging, racist, Marxist rules that will make our current state worse off. Not only to I NOT AGREE with teaching children this horrific, damaging education, I also do not agree that schools need to be in this position, period. Children are natural not race conscious.... They are naturally focused on just playing, this teaches them to be conscious and therefore defeats the actual purpose of this ridiculous law. YOU NEED TO STOP BEING A SOCIALIST AND CONCENTRATE ON BEING AN AMERICAN!!!

Stacie Ewing

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Robert Kossmann <mailagent@thesoftedge.com>

Sun 10/17/2021 9:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Robert Kossmann
2003 Calle Lejano
Santa Fe, NM 87501

[EXTERNAL] Comment on proposed rule for teaching of history and social studies in NM

David Rice <dr45236@gmail.com>

Sun 10/17/2021 11:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

As citizens of New Mexico, we appreciate the effort which PED is making to provide our teachers with improved guidance on the teaching of history and social studies.

We strongly support this highly detailed guidance for teaching these important subjects over the grades K-12. Adoption of these standards and the support of our educators throughout the state will provide our citizens with a strong, fact-based foundation for their careers and for their participation in governing New Mexico in the future.

Thank you for considering our input.

David and Virginia Rice, 4074 La Purisima Dr,, Las Cruces, NM 88011

[EXTERNAL] 4th grade social studies curriculum

Pete Kinnas <pkinnas@fms.k12.nm.us>

Sun 10/17/2021 2:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lambson, Nicole <nlambson@fms.k12.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Unless I missed something, it looks like all of the 4th grade social studies curriculum is about New Mexico. If so, I believe this is very limited for the students and confining for the teachers. Fourth graders are very capable of learning the branches of government, bill of rights. Our students last year role-played the 3 branches of government, creating a law through Congress, and moving it up to the executive level. The students formalized a Playground Rights Document, which is now displayed in various places on campus.

Our current 4th-grade social studies reflects the proposed 5th-grade standards. These should continue to be taught in 4th grade, and the 5th-grade should enhance the complexity of the same standards. I would be very discouraged teaching an all New-Mexico curriculum. Again, maybe I misinterpreted things.

Respectfully,

--

Pete Kinnas, M.S., Curriculum and Instruction/Reading
4th Grade Teacher
McKinley Elementary School

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[EXTERNAL] Re: social studies curriculum/standards, NM PED Comment Period thru Nov. 12, 2021

Robert Wood <robwood@wwdb.org>

Sun 10/17/2021 2:57 PM

To: Michael Potts <michaelspotts1951@gmail.com>

Cc: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr Potts,

Thank you for such a direct and focussed evaluation of this lunacy. In my review of the social studies standards I find nowhere religious practices and beliefs mentioned, Those beliefs and practices were and are the major driving force in how a culture functions not only in our Native American cultures but in the influence those practices had in Mexico 500 years ago and are now prevalent in our own State culture to it's demise. One cannot be culturally sensitive without a comparative study of religious influences whether they be pagan sacrificial or biblical and everything in between. One would be hard pressed to find a decent such course in any University in the U.S.. Why, because of man's inherent prejudiced nature.

As I keep pointing out. Justice in America is defined as treatment without prejudice. Social Justice defines as treatment with prejudice, therefore social justice is unjust.

Rob Wood

On Oct 16, 2021, at 5:18 PM, Michael Potts <michaelspotts1951@gmail.com> wrote:

Here are the comments I would like to share with the Rules committee on the Primary and Secondary Education Standards for excellence in Social Studies. Please see attached.

Thank you for the opportunity to comment.

Michael Potts

On Thu, Sep 30, 2021 at 12:16 PM <rick@verde-environmental.com> wrote:

Rob, thank you for your thoughtful comments to the NM PED. We are also going to Promote Comments later today or tomorrow, the more the better.

I have read thru the standards, they're reviewed about 10 years, and there's a whole lot of social justice/cultural focus content that doesn't belong.

Rick R.

P.S. I attached the standards with my "rough" quick look highlighting of what I see doesn't belong.

From: Robert Wood <robwood@wwdb.org>
Sent: Thursday, September 30, 2021 10:49 AM
To: CCIAWINUSA <CCIAWINUSA@PROTONMAIL.COM>; Sandra Macha <sandra@macha4lcps.net>; rick@verde-environmental.com
Cc: abel@abelforschoolboard.org; Henry Young <chaphy65@gmail.com>; francisco@macha4lcps.net
Subject: social studies curriculum

Hi All,

Here is my feed back to the NM Dept. of Education on a new culturally relevant social studies curriculum.

How to submit feedback:

- By email to rule.feedback@state.nm.us
- By regular mail addressed to John Sena, Policy Division, New Mexico Public Education Department, 300 Don Gaspar Ave., Room 121, Santa Fe, NM, 87501.
- By fax to 505-827-6520.

Submit before Nov 12th.

Rob

Dear Mr Sena,

On a new social studies curriculum.

The establishment of some grand new curriculum that reflects the 109 year history of New Mexicans is a complete travesty in thinking. Making it in some way seem culturally relevant makes it a complete distortion of reality because of attempting to confine it to some simple minded time frame as if nothing existed before culturally. Before ever embarking on formalizing anything I suggest looking at Mexican history and the impact the Spanish had when they conquered what was at one time New Mexico by reviewing Carl Lawrence's "The Cross and the Sword". Without the relevance of that history the only culture relevance you would have is to the Native American history of our state which way predates it becoming a state.

I understand the desire to come up with some seemingly socially just curriculum but that is no different than attempting to make all of life fair.

Justice is defined as: Treatment without favoritism.

Social Justice is defined as: Treatment with favoritism.

Therefore, Social Justice is Unjust.

My suggestion is to base social studies on what is offered in the most credible history book ever written and studied to establish factual time frames and human behaviors, the "Bible". Social Studies is the study of how society behaved. Sure we all look better and smell better, but it is no different today than the thousands upon thousands of years of history contained within that book (actually 2 books, The Old Testament and The New Testament).

Sincerely,

Rob Wood

<Comments on Social Studies Standards.docx>

Comments

Primary and Secondary Education,
Chapter 29, Standards for Excellence
Part II, Social Studies

I, Michael Potts, will attempt to keep this short although with 38 pages of Standards to wade through, that might not be possible. After having gone through all 38 pages and stopping to think about this work that you have done, I have arrived at the conclusion that in order to really assess the work one needs to compare a curriculum of each grade / a course of instruction used by the teacher in the classroom, to these standards in order to further evaluate just WHAT you expect teachers to teach each child.

You have created a very ADULT, convoluted set of Standards that I am sure even teachers in the classroom will have difficulty understanding. As I have had no children in school for some 20 plus years, I am sure the field of education must have changed drastically. However, it is my opinion that in kindergarten we should expect a child of 4 or 5 to be able to color between the lines, know their shapes like Circle, Square, Triangle. They should be started on telling time, know their address, perhaps know a phone number. They should be started on their A, B, C's and learn to spell their name. Perhaps start on reading just a little. For example, "Look Jane, See Spot, See Spot run. Spot is a dog". For a kindergartener to be able to demonstrate an understanding of "Incentives and Choices" by distinguishing between a basic need and a want is just a little farfetched. A 4- or 5-year-old ONLY understands what they WANT. I am wondering if you have forgotten how to be a teacher and how a child reacts to things. A child of that age cannot communicate the PURPOSE of rules nor explain how rules help people work together. That is a little bit more advanced than a 4- or 5-year-old can handle. For Geography it is a little too much to expect a 4- or 5-year-old to be able to demonstrate an understanding of movement, population, and systems by explaining why and how people move from place to place within a community. Heck, even I, at the age of 70, have a hard time trying to explain why people move from place to place.

You have a 4-year-old demonstrating an understanding of constructing compelling and supporting questions. Do YOU even know what a compelling question is? Those questions are questions we ask about topics, event or ideas and are open to different interpretation or opinions and have multiple possible answers. Do you REALLY think a 4- or 5-year-old could possibly have a different interpretation or opinion on any subject? Those questions also make a claim that is backed by facts and evidence so I ask you, how many 4- or 5-year-olds can possibly have any facts at their fingertips when they have just begun to learn the basics. Where are the building blocks that need to be taught before they can even begin to know what a fact is? Where have you mentioned teaching the basics and when have you begin to build that child into someone in later years who can find the facts?

In going through your Standards you have included "Ethnic, cultural, and identity standards" in every grade. I think you have heard a multitude of times from all walks of lives and from many Parents mouths that they do NOT want ethnic studies included in the classrooms. These "Ethnic Studies" include for example in third grade you want a 7-year-old to compare and contrast cultural identity with other people and groups and 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"??? Are you kidding me!!! A 7-year-old cannot even begin to understand much less identify people and groups who have worked to bring more justice and fairness to the world.

In who's world are you living when you say you can identify groups that have done that? Are you speaking from the view point of the leaders of Communist China who think their way is right and just and fair or are you speaking of the Socialistic ideals of leaders of Venezuela who have driven their country to the brink of ruin? Just WHO do you think these groups are. It would be BEST if you taught our children the Ideals that we in America grew up with. The ideals of hard work, of honesty, of integrity, of doing things for yourself and making something of yourself through your own hard work. Freedom ---- Freedom of Speech, Freedom of the Press, Free to own property, right of people to keep and bear arms. You need to look at starting to teach the basics of our Constitution to these young kids.

In high school, your section on Ethnic, cultural, and identity studies includes (b) identifying and analyzing differently abled, ethnic, gender, national political, racial and religious identities, and related perceptions and behaviors by society of these identities” YOU MUST take the attempted teachings and expectations of gender, race and politics out of these standards. You are interfering with and usurping the rights and duties of the parent. YOU seem to think that YOU and your teachers should serve as a PARENT model and that is FAR from what we want you to do. We will teach our children the ethnic, gender, national political, racial and religious mores that we have formulated in our lives and what WE BELIEVE to be true. This, will we teach to our children, and we do NOT want you to teach them otherwise! What we have strived to teach them at home in these arenas is not up for interpretation by teachers or Government! It is NOT your job to be a parent, it is your job to teach the subject matter in which you are supposed to be proficient. There is NO teacher who is qualified to do and instruct in the manner you have laid out in your Standards. In these standards you have broken people and society into “GROUPS”. This is unacceptable as we have striven for 170 years to Unite EVERYONE and teach them that they are AMERICANS. We do not need to be teaching a division of people or making groups of people.

In section (3)(b) You want to investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community. In my Humble Opinion, there is no such thing as Systemic Inequity. That is a term made up in the 1960's in California. Understanding systemic inequality is impossible because it isn't visible. Systemic inequality is something that cultivates and distributes an array of values, concepts, realities that pave the level of available resources which eventually shape the general ability for one to succeed.

After a couple of more examples I will finish up. On page 29 of your Standards for High School United States History: paragraph “A” section g, the standard is “comparing and contrasting global historical reconciliation and reparations efforts, (Denazification, Australia Mabo Case/ Terra Nullius) with reconstruction.” The Mabo Case / Terra Nullius is an Australian problem and case and in no way relates to United States History. What should be taught here is Manifest Destiny first coined in 1845 and is the idea that the United States is destined – by GOD, its advocates believed – to expand its dominion and spread democracy and capitalism across the entire North American Continent. Denazification (German: Entnazifizierung) was an Allied initiative to rid German and Austrian society, culture, press, economy, judiciary, and politics of the Nazi ideology following the Second World War. It was carried out by removing those who had been Nazi Party or SS members from positions of power and influence and by disbanding or rendering impotent the organizations associated with Nazism. Does this really belong in United States History? Perhaps a part of what you suggest does but nothing dealing with the Mabo Case is relevant to U.S. History. Take that part of your standard out.

Section X “examining the short- and long-term effects of CIA involvement in Latin America”. Again, which of your teachers is knowledgeable enough about what the CIA actually did to teach it? This is not for U.S. History.

Section (cc) “assessing the short – and long-term social and political impacts of conservatism in the United States on diverse groups of people” I would ask, where is the equal study of Liberalism /Progressivism on diverse groups of people? Are you not going to teach the failure of the Liberal Left so as to compare it with the Conservative Right? Being pretty biased here, aren’t we?

Section (ii) examining anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present” There really is NO anti-immigrant sentiment that is prevalent or has been prevalent in the United States. The Truth of the matter is that people just want the LAW to be followed and the law to be abided by. This is a good place to look at the curriculum in the teachers’ hands to see what is being taught in the classroom. Are we teaching our children about Ellis Island in New York Harbor and Angel Island in San Francisco Harbor? Immigrants came there, were processed and then legally sent on their way to become Americans. Are you teaching our Children that just ANY Tom, Dick, and Harry can come into the United States whenever they want to?

Paragraph (2), The student shall demonstrate an understanding of causes and consequences by section (a) “examining the course and consequences of the Columbian exchange.” Now who has ever heard of this before. The Columbian Exchange is defined “The Columbian Exchange is one of the most significant events in all of world history. It led to a major transformation between the New and Old Worlds that fundamentally changed the way of life for people across the entire world. When [Christopher Columbus](#) set sail to the Americas in 1493 on his second voyage he brought with him many seeds, plants and livestock. This cargo started a 'grand exchange' and revolution between the New World and the Old World that would alter the world forever because he had brought with him seeds, plants and livestock that were not originally occurring in the New World.” This section should be taken out of U.S. History and put into World History.

There is so much more that is wrong with these Standards that I really have run out of time and space to comment on. Needless to say, I can’t see where they are helpful in any way to the teachers that have to teach each class. They are convoluted, make no sense as they are written for each grade and try too hard to usurp the responsibilities of the Family Unit. Race, gender, politics, liberalism and or conservativeness need to be taken out or treated fairly as opposing ideologies in our Nation. Best to leave it out and let the Parents decide how they want to teach their children in regards to ethics, gender, religion, and diversity. It is not the schools place to play Parent and usurp the parents’ role in raising out children.

Those are my comments, take them or leave them but a LOT more work needs to be done on these standards to make them coherent.

Michael S. Potts
Las Cruces, New Mexico

[EXTERNAL] Revamping guidelines for teaching history and social studies in K-12

VIRGINIA HERRICK <vherrick1@comcast.net>

Sun 10/17/2021 3:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Changing the guidelines is absolutely essential in order to improve the self esteem of our Hispanic, Native American and Black children as well as other children who do not fall into the category that follows the present guidelines. Viewing on line the statistics of each group of the above listed, in New Mexico 47.8% or more are Hispanic and of those 1 out of 3 speak Spanish at home, 9.55% are Native American, which is 2nd to Alaska in numbers and 2.6% are black.

Are we a segregated society? I hope not, but our present school curriculum certainly indicates we are.

Virginia VanMeter Herrick
Northern European Heritage

[EXTERNAL] Proposed Social Studies Standards 6.29.11 NMAC

Nancy Koenigsberg <nmkberg@gmail.com>

Sun 10/17/2021 5:47 PM

To: Nancy Koenigsberg <nmkberg@gmail.com>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello:

I write to whole heartedly support the proposed Social Studies standards and ask that you adopt them.

The 60 member committee did an amazing job drafting them. The standards require students to learn about, recognize and examine the perspectives of people and communities, both historical and current, who are different from themselves. In addition, the standards are designed to teach critical thinking about the New Mexico's complex and diverse social history. 6.29.11.13 F Inquiry, describes the overarching theme well: "Demonstrate an understanding of gathering and evaluating sources by determining the credibility of multiple sources."

Please adopt these proposed regulations as written.

(PS: you might consider adding "Oil and Gas" to 29.11.12 B (3).)

Sincerely,

Nancy Koenigsberg

--

Nancy Koenigsberg

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Bill Bright <mailagent@thesoftedge.com>

Sun 10/17/2021 6:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Bill Bright
402 W Morgan Ave
Gallup, NM 87301

[EXTERNAL] Social studies curriculum

Allen Andersen <dadandersen@gmail.com>

Sun 10/17/2021 6:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

As a parent of 8 students in New Mexico schools, I am greatly interested in the changes you are making to the social studies curriculum.

I believe updates are long past due.

My concerns are, given the current political climate, you are going to get a lot of feedback from people who haven't really read through the document and are instead only going to key in on buzzwords and phrases.

You're going to get emails saying we need to teach "America First" and "no Critical Race Theory" and "don't mention gun control" and other "conservative" talking points.

I beg you, please, don't bow to peer pressure.

I have reviewed the outline and I believe the updates you've made are important to keep our students informed of our past as well as our present and are to critically think about important events as they encounter them, past or present.

I sincerely hope that as you review the feedback you get that you dismiss, outright, any notes you get that are politically motivated and focus solely on what is best for our students and instructors.

Peace.

[EXTERNAL] Re: proposed rule regarding Social Studies curriculum

Stephen W Kennedy <swkennedy49@gmail.com>

Sun 10/17/2021 7:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

On Sun, Oct 17, 2021 at 7:28 PM Stephen Kennedy <swkennedy49@hotmail.com> wrote:

John Sena, Policy Division
New Mexico Public Education Department
[300 Don Gaspar Avenue, Room 121](#)
[Santa Fe, New Mexico 87501](#)

Dear Mr. Sena:

Over the past several months, I've spoken with many New Mexicans who are concerned that government-funded schools (public schools) are actively pursuing a Social Studies curriculum that embraces systemic racism. Parents feel that the New Mexico Public Education Department is actively promoting a change in curriculum that, although disguised as something else, is nothing more than a movement to teach critical race theory.

New Mexico funds "public education" at one of the highest levels in the nation, with the poorest return on the investment. I know; because, I served in the New Mexico Legislature and worked specifically to make the public school funding formula more equitable for rural districts with significant federal impact aid for minority students. New Mexico ranks at the very bottom in education results - not a bragging point.

Critical race theory, even disguised as updating of Social Studies curriculum, is designed to rewrite American history in a manner that makes some people feel guilty due to their ethnicity or the past actions of people of their ethnicity. "Race" and "racism" are widely misused words when you consider that all people belong to the human race.

Supporters of CRT curriculum claim that they are protecting the dignity of all people. Do you propose teaching students from minority ethnic groups about Irish and Scottish slaves brought to America and held in indentured servitude? Have remunerations for the descendants of these slaves from the British Isles been discussed in your study group that proposed this regulation? Some of them live in New Mexico.

Some people feel this regulation will protect the dignity of all people. Who is the arbiter of how this regulation does so? Some say this proposal would not change what history can and cannot be taught, but would simply prevent schools from endorsing discriminatory concepts. Who is the arbiter of what is discriminatory? The Public Education Department? Local school boards? Teachers? Parents? Supporters argue that no one, especially children, should be made to feel inferior because of the color of their skin. They point out that students should not be used as instruments in a political game. Dr. Martin Luther King Jr famously said in an oft-quoted speech nearly 50 years ago that he dreams about the day when his children are judged by the content of their character, not

the color of their skin. This proposed PED regulation has the opposite impact by judging people by the color of their skin.

It is not up to people in 2021 to rewrite parts of our nation's history from 50 years ago, 150 years ago, 235 years ago, 400 years ago, or even 525 years ago. It is the responsibility of educators to teach history...the good, the bad, and the ugly. In doing so, educators must demonstrate and practice impartiality. It is not the role of educators to engage in a presentation of history that is clearly intended to foster ethnic hatred.

I'm not aware of a single American born after the Great Depression who is responsible for the practice of slavery that lead to the Civil War. I grew up in Gallup, NM among 30 different ethnic groups. I grew up as a minority within several other minorities. For that matter, I'm not aware of a single Hispanic New Mexican who is responsible for the savagery attributed to Don Juan de Onate.

This regulation does nothing to promote harmony between many diverse ethnic groups that make up the fabric of our state and nation. It's a bad idea that should be tossed on the as heap of other bad ideas. The NM Public Education should be focused on processes that put New Mexico schools in the top 10% of all states, not dead last, behind even Puerto Rico. I ask you to withdraw this regulation.

Sincerely,

Stephen W Kennedy
1503 S Cliff Dr
Gallup, NM. 87301-5903
swkennedy49@hotmail.com
(505) 879-2207

--
"We in America do not have government by the majority. We have government by the majority who participate. All tyranny needs to gain a foothold is for people of good conscience to remain silent."
President Thomas Jefferson

[EXTERNAL] 6.29.11 NMAC, Social Studies

Stephen Feldman <smfeldman01@gmail.com>

Sun 10/17/2021 10:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern

We are the grandparents of two pupils in Albuquerque Public Schools who have multi-ethnic and multi-racial backgrounds. We write in strong support of revising the Social Studies curriculum to reflect teaching with a sensitivity towards ethnicity and racial diversity. Students should gain a more enhanced life perspective when they learn accurate information in school regarding the accurate history of racism in America since 1619, the reality of oppressed groups including indigenous peoples and slavery, the continuing effort of African-Americans to achieve equality with Caucasian-Americans, the continuing struggle of women in achieving equality with men and the accurate history of Native American people and other marginalized groups including Hispanics and Latinos. It is also important for pupils to be educated on how to become civically engaged in current events such as writing letters to representatives and the newspaper and actively participating in appropriate protests. This curriculum should be focused on treating people of all backgrounds humanely, especially oppressed people, so as not to further racism and stereotyping.

Thank you,

Stephen and Anna Feldman

Retired teachers

Albuquerque, NM

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Albert maze <mailagent@thesoftedge.com>

Mon 10/18/2021 8:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Albert maze
308 spruce lane
taos, NM 87571

[EXTERNAL] I Fully Support The Newly Drafted Social Studies Standards.

Wendy Leighton <wleighton@montedelsol.org>

Mon 10/18/2021 8:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I fully support the newly drafted K-12 Social Studies Standards focusing on tribal sovereignty, social justice and sustainable futures. As a life-long educator and activist, I commend the New Mexico Public Education Department and the teachers involved for taking steps to improve education in our state. The updated standards are much needed as it has almost been 20 years since they have been thoroughly revised.

These professional educators continue to work passionately and tirelessly on developing the most thorough, up-to-date and historically accurate social studies standards for our youth for generations to come. We are dedicated to ensuring students are provided a well-rounded and multi-faceted education where all voices and stories are part of their school experience including the contributions of marginalized groups in history.

For example, in addition to learning about the struggles and contributions of women in society throughout history, students will now be required to learn about important events, people and civil rights movements led by the disabled and LGBTQ+ communities. In most schools, students are taught about the historic 1963 March on Washington for jobs and freedom where Dr. Martin Luther King, Jr. gave his famous speech, *I Have a Dream*. Now, students will also learn that Bayard Rustin was the organizer of that march, mentor to Dr. King and an important activist. Bayard Rustin played a central role in the civil rights movement for African-Americans. Most Americans may not know that Mr. Rustin was openly gay and a key figure in United States history. Despite being jailed many times for speaking up for equal rights for gays and lesbians, he peacefully protested for the rest of his life for non-violence and human rights.

I am encouraging the members of the Rules Committee to endorse these updated Social Studies Standards and show that New Mexico is ready to take a lead in education in our nation. Let's stand together with those who have come before us like Bayard Rustin who paved the way for equal opportunity in education and society.

In solidarity,
Wendy Leighton
Founding Faculty Member
Monte del Sol Charter School
Santa Fe, New Mexico

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jennifer Wilson <mailagent@thesoftedge.com>

Mon 10/18/2021 9:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jennifer Wilson
3481 CORRALES RD
CORRALES, NM 87048

[EXTERNAL] 6:29.11NMAC, Social Studies

DOLORES REMINGTON <dolores.remington@yahoo.com>

Mon 10/18/2021 9:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have perused the outline for teaching social studies. Most of it seems adequate. I am, however concerned and opposed to the section labeled Ethnic, cultural and identity studies. If the NMPED wishes to teach critical race theory it should be a separate class that parents agree to. Maybe it could be taught as critical race theory or even a self awareness class. It could be and probably should be an elective class.

It seems inappropriate to add any subjects when so many students have fallen so far behind because of COVID 19. This state is not one of the top 10 states when it comes to national testing and adding a mandatory critical race theory hidden in the social studies curriculum seems to be counterintuitive.

Thank you,
Dolores Remington

Sent from my iPad

[EXTERNAL] Comments on Social Studies Benchmark Proposal

Glenn Wikle <glennwikle@gmail.com>

Mon 10/18/2021 10:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Clearly, out-of-state fringe political groups have ganged up to flood this process with comments that suit their political agenda.

I hope it is clear to educators and associated decision makers that informing students of the experiences of diverse groups of people who live among them will improve tolerance both in our schools and in our society. You simply cannot deny the existence of any subgroup: it opens the door for discrimination and hate.

I'm sure a majority of New Mexicans agree with me. Don't be thrown off course by campaigns of a minority of Americans to skew this process.

Glenn Wikle
Former School Board Member
Santa Fe

[EXTERNAL] Feedback

You <allenamy773@yahoo.com>

Mon 10/18/2021 10:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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New Mexico ranks at or near the bottom of almost all education rankings. There are more important things to focus on than gender and sexuality norms, etc.

We need to teach unity, not division among kids. Our world is already divided enough. If this curriculum is something that will be passed in the future or now, my kids will not be attending middle school or high school.

I want our kids to learn respect for others, not hatred.

[EXTERNAL] 6.29.11 NMAC, Social Studies

Mona Kirk <mskirk@mail4me.com>

Mon 10/18/2021 10:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Policy division,

I am very much a post to the repeal of 6.2 9.11 NMAC social studies standards. I do not agree with the revisions, in addition we need more time to unpack the newly proposed lengthy Standards. I believe in teaching history as factual as written without implementing beliefs or opinions. Individuals beliefs or opinion have no place in education. Facts only!

Thank you, Mona Kirk

Sent from my iPhone

[EXTERNAL] 6.29.11 NMAC, in support of initiative for public health

Elizabeth Fryer <modharma@gmail.com>

Mon 10/18/2021 12:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Elizabeth Fryer**2835 Don Quixote****Santa Fe NM 87505****10/18/21****John Sena****Policy Division****New Mexico Public Education Department**

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Dear Mr. Sena;

Please consider this letter to be my formal comments on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**.

I am writing in **support** of the proposed social studies standards. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. As a psychotherapist having worked with children and families for over 40 years I believe the mental/emotional health of our children is primary and synonymous with the health of our communities. Educators, naturally, focus on cognitive development but there's always a *quantifiable concurrent mental/emotional impact to education*. Many of New Mexico's students have been living with the trauma of being misrepresented, under represented and marginalized; essentially undervalued, which has been perpetuated in NM (and national) education. This affects ALL New Mexican children! This community based trauma is quantifiable in numerous research and obvious to anyone paying attention. It's demonstrated in behaviors from simple apathy to active behavioral problems and suicidality. These new standards aim at **mending this public health issue** in a number of ways:

Elevating and including marginalized groups/students reflects their explicit and implicit value

Teaching fact based history that's NOT biased/ethnocentric demonstrates value and relevance

Critical thinking and DIALOGUE based in fact (not bias) facilitates healing and development of active creative citizenship

Understanding inclusion and empathy for differences/others is a skill and basic to any healthy initiative, personal or civic

Pride/self confidence of each individual's uniqueness translates to agency and how we each can CONTRIBUTE to the health and effectiveness of the WHOLE community

My **emphasis is on the public health aspect** of this new curriculum, the mental and emotional health of NM children and communities. NM has very rich history with amazing diversity where we, as a state, can take a unique stand in setting an example of how that's our asset. The curriculum will begin

10/18/21, 1:44 PM

Mail - FeedBack, Rule, PED - Outlook

to address the inequalities in the current curriculum but it's just the beginning. I would hope that the curriculum continues to be refined and updated as it is implemented. It might also be part of a larger **public health strategy to research** it's mental/emotional impact on students over time.

In closing, I urge the department to adopt these as the new standards for the health and well-being of our communities now and future.

Respectfully,

Elizabeth Fryer

--

Elizabeth Fryer

[EXTERNAL] 6.29.11 NMAC, Social Studies

Barbara Bloomberg <bbloom8800@gmail.com>

Mon 10/18/2021 1:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

Please consider this letter to be my formal comments on the proposed repeal of **6.2911 NMAC, Social Studies**, to be replaced with **6.2911 NMAC, Social Studies**.

I am a citizen concerned that our children graduate equipped to be critical thinkers and actors on behalf of their own interests. I am also a grandmother who has lived through McCarthyism, the New Deal, and now a polarized country.

I am writing in support of the proposed social studies standards. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. I believe the K-8 standards and the framework of the 6 strands works beautifully. If I were to teach to these standards, I can envision how I or an experienced teacher might do so effectively engaging students. Had my generation been taught to these standards, I am convinced we would have a healthier democracy. While I found the high school standards also admirable, they could be better organized to ensure a clearer presentation. In their present form there is a lot of repetition.

These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources. I am especially impressed by the following strand:

For history, children learn about past events and historical change as well as continuity and context. They also learn about traditions and reconciliation. They are introduced to the meaning of leadership, their own agency, and power.

In closing, I urge the department to adopt the bulk of these standards, with refinements. I hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history, that is Eurocentric and fails to enable children to face the challenge that are ever-present in their daily lives. Children need to master the standards outline in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

Barbara Bloomberg
11 Camino Esperanza
Santa Fe, N.M. 87507

[EXTERNAL] Socail Studies Standards

Stephanie Feldman <stephaniefeldman17@gmail.com>

Mon 10/18/2021 1:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Stephanie Feldman
31 Arroyo Privado
Santa Fe, NM 87507

October 18,2021

John Sena
Policy Division
New Mexico Public Education Dept.
300 Don Gaspar Avenue, room 121
Santa Fe, NM 87501

Dear Mr. Sena,

Please consider this letter to be my formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. As a former educator with 33 years of experience I applaud these new standards. They are inclusive and innovative. I believe these new standards will make our students better citizens which will make our state better as well.

I urge the rules committee to adopt these new standards.

Respectfully,
Stephanie Feldman

[EXTERNAL] draft social studies standards

stephen murillo <lobo362@yahoo.com>

Mon 10/18/2021 1:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I do not support the new social studies standards being proposed. This standard is is racists, anti-hispanic, anti-American and pushes a LGBTQ agenda. I do not support this. I also do not support the socialist/communist aspect that this standard is pushing.

The way in which the Constitution is being presented as a racist document is ludicrous. The Constitution says "all men are created equal" and that is the standard American has been pushing more than any other country in the world. America is not perfect, but has been the leader in making people more equal and free. If this social studies standards are adopted, we will see America become the leader in oppression and slavery.

Stephen Murillo
5 Ladera Ct.
Edgewood NM, 87015

[EXTERNAL] Social Studies Standards need to be updated

Kristine Mayle <kamayle@gmail.com>

Mon 10/18/2021 1:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I believe that the NM Social Studies standards for K-12 need to be updated to reflect a more accurate portrayal of our history and to prepare our students to become full, participatory citizens in our democracy. Instead of giving in to people that do not believe our students can handle the ugly truths of our nation's past, we need to prepare our students to be critical thinkers who analyze first person texts and participate in discussions about the nature of democracy and the country we want to live in. The last couple of years have shown that people across this country do not understand some of the most basic tenets of our democracy. They don't understand how different groups of people have been impacted over time. A friend just pointed out that we are all taught the names of the ships Columbus brought to the "new world" but very few of our citizens have been taught about, or can even name the peoples that were removed from their land and brutalized beginning after Columbus's arrival.

My understanding is that these new standards were developed by social studies teachers who know their content area, what skills students currently possess and need, and will be the ones tasked with implementing these new standards. I trust that my colleagues know best how to do their jobs and what our students need to be successful.

Please demonstrate that you understand and appreciate that history needs to be taught from multiple perspectives and that our students need to be presented with real facts in order to understand the impacts and implications of our complicated, and often sad history.

Sincerely,
Kristine Mayle, MAEd
Level III Teacher, APS
15+ years experience

--

Kristine

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[EXTERNAL] Social Studies Rules

Dena Patterson <hisimageinc@gmail.com>

Mon 10/18/2021 2:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am very displeased and would like to recommend that the longer that we continue to teach and proceed to add more things in our schools to separate cultures and individuals in this country the more we are going to divide the country. We should be teaching our children things like reading, writing, and arithmetic and not trying to separate and point out and exploit peoples different cultures. Give the truth!! If we do not want our children to see different races and feel separated from each other than we need to be teaching more on being one! Americans! Teach the children that they are the only ones that can dictate who they are and what they can become. Not teaching them the struggles of different cultures due to history.

We need to encourage our young minds to be what they set their minds to be. And teaching unity and not separation.

I can see that the goal of a lot of the modifications in this document are to point out the differences and I strongly disagree.

Dena Patterson

New Mexico State Resident and mother of 4

[EXTERNAL] Social Studies Standards

debbiebakerhomes@gmail.com <debbiebakerhomes@gmail.com>

Mon 10/18/2021 2:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As the mother of a high schooler, I am opposed to public schools teaching Critical Race Theory.

Thank you!



Debbie Baker
Cell: (505) 620-8933

[EXTERNAL] Social Studies Standards

Sarah Stanley <sarah.stanley@aps.edu>

Mon 10/18/2021 3:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent and teacher who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

Sincerely,

Sarah Stanley

7th grade science

Madison Middle School

Sarah.Stanley@aps.edu

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[EXTERNAL] Social Studies Re-Development Comment

Danny Parker <dparker@bulldogs.org>

Mon 10/18/2021 3:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see the attached letter concerning the re-developed social studies standards.

State of New Mexico
Department of Education
Santa Fe, NM

To Whom It May Concern:

As a parent, a retired classroom teacher, and Director of Curriculum, I am very concerned about the proposed revision of the Social Studies guideline and curriculum. Let me remind you that we are supposed to teach students how to think objectively, not what to think. We are not supposed to interject our political and cultural biases into our classrooms.

In Social Studies we teach about the world as it is, the geography and where it is, regions of the world and where they are and what they look like, history as it really happened (not how we wish it had happened), continents, countries and how they are alike and different, governments and the correct terms to describe how they operate and other factual information.

It is my opinion and what I was always careful to remember that political views and cultural customs and religion were the values taught by parents and the family. We expect educators to instruct our students as equal individuals no matter what they look like, or what culture they represent, or any other differences they may have. We are all American citizens and we should not be trying to be divisive, we should be trying to educate students to be knowledgeable, responsible, contributing future citizens of our country.

126 pages of guidelines is too detailed, too many, too long, and does not allow for schools and communities to have much say in the curriculum presented to their students. It is my hope that you will edit the proposed guidelines to be what they are supposed to be: guidelines. Be careful not to overstep your authority and forget the actual purpose for these guidelines.

Please consider all the parents, students, and teachers of New Mexico. Do the right thing.

Camille George - Flores

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Spri Aubrey <mailagent@thesoftedge.com>

Mon 10/18/2021 4:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Spri Aubrey
3000 Majestic Ridge Apt 57
Las Cruces, NM 88011

[EXTERNAL] DO NOT AGREE WITH THE PROPOSED CHANGES

Kristina Naber <kristinanaber@gmail.com>

Mon 10/18/2021 4:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

I do not agree with the proposed changes to public education. As has been suggested, proposing new guidelines implementing CRT and gender identities will not help our children. There are two genders and to teach children there are more than that is WRONG and not factual or science justified. I do not want my children participating in identity studies, that is a personal issue and should be addressed at home not at school in the classroom setting. I am baffled by this new progressive teaching that is trying to manipulate and brainwash the future of our country to have a biased education that will inhibit free thinking and exploration of facts. It is heartbreaking to know where our country is heading if these changes are implemented. DO NOT IMPLEMENT CRT or IDENTITY STUDIES.

Thank you,

Kristina Naber

Mother of 4th and 7th graders

[EXTERNAL] Social Studies Standards

Nicole Gray <coleighgray@gmail.com>

Tue 10/19/2021 9:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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In the proposed new social studies standards (specifically K) when the standard says things such as, "Communicate a positive view of themselves and identify some of their group identities" or "Describe ways they are similar and different from people who share their identities, and people who do not," what identities are we talking about? I would like some more specific details and not such a generic term. Are we talking about anything that a child might feel identifies them? Religion, ethnicity, gender? What exactly are we talking about here?

Nicole Gray
575-302-7246

[EXTERNAL] Comments on Social Studies Standards

Adrian Chavez <adrian.chavez@abhs.k12.nm.us>

Tue 10/19/2021 11:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

My name is Adrian Chavez and I am a student at Amy Biehl High School.

I find that these new standards are a move in the right direction for New Mexico education. It's important to view history from every point of view, not just a single story. There have been multiple people and events throughout history that have played a huge role in shaping today's society. Viewing only one side of a story creates naive students. We must be taught perspectives from multiple cultures and backgrounds.

As someone from a Hispanic heritage, being taught about Hispanic history gives me the drive to push myself even further in life. History -- especially relatable history -- gives inspiration to those who want to learn it.

-Adrian Chavez

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[EXTERNAL] NM Social Studies Standards

Kait Gustafson <kaitlyn@coopconsultinginc.com>

Tue 10/19/2021 2:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello there,

Writing a brief email to voice that I deeply believe the standards should be updated and include the proposed. It is important as educators that we minimize misinformation about history and allow space for more perspectives and viewpoints to be explored.

Please strongly consider the following changes that have been outlined and do what is right for our students and state.

"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."

With respect and hope for a brighter future,

Kait Lochner

--



Kait Lochner | New Mexico PAX Program Manager

a: Coop Consulting Inc. | 228 Griffin Street, Santa Fe, NM 87501 | P.O. Box 22822, Santa Fe, NM 87502

e: kaitlyn@coopconsultinginc.com | **w:** www.coopconsultinginc.com

p: (505)428-0932 **m:** (916)412-9392



[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Lorraine Hewitt <mailagent@thesoftedge.com>

Tue 10/19/2021 3:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Lorraine Hewitt
1 Mary Ellen Ct
Sandia Park, NM 87047

[EXTERNAL] Proposed social studies standards comment

Ann Nihlen <asnnewmex@gmail.com>

Tue 10/19/2021 6:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (881 KB)

Proposed social studies standards.pdf;

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Ann Sigrid Nihlen, PhD
5310 10th Court NW
Albuquerque, NM 87107 U.S.A.
505-385-4130
asnnewmex@gmail.com

October 19, 2021

Dear Public Education Department,
RE: New Proposed Social Studies Standards

I have had an opportunity to read and reflect on the new proposed social studies standards and wholeheartedly support their acceptance by the PED. It has been many years since the last update and we certainly need to offer our students the most updated information for teaching social studies.

Historic events such as 9/11, the Afghan War, and a major recession have occurred. Significant social movements are presently changing how we see each other, witness the Black Lives Matter, the #MeToo movement, climate activists led by many younger people, and LGBTQ+ rights. Youth have participated or watched on TV all of these events and we need to include these emerging issues in our social studies curriculum in order to engage honestly with our current American history as well as the distant past.

For past history we must talk about slavery in an honest and forthright manner for that horrible piece of history is our American history and we must come to terms with it. Also we must re envision the "conquest of the west" that killed and destroyed so many Native communities and people. And as a country of immigrants as well it is important to honor their contribution to the building of the nation: the Chinese building the railways and slaves building the White house for example.

This does not "tear down" our great nation: it honestly looks at where we came from and what we need to do and learn in order to make a better

and more democratic country. As Wendi Miller Tomlinson, a former U.S. History teacher said "it is time to teach children to reflect on the issues and challenges that have plagued us in the past and most likely rest in their hands to be resolved." (Albuquerque Journal, 10/4/21)

It appears that the social studies standards committee was fairly formed and has done a tremendous amount of work over the last two years. The committee included experts in all the sub-disciplines of history, geography, civics and economics. It included educators from various sections of education like high school, middle school, and elementary school. They had a 3-step process of collecting and evaluating current data from the field and included promising practices from the classroom. They then did due diligence and looked at the current standards to see what gaps existed. And then they wrote these revised standards.

We owe the committee a debt of gratitude for their honest and fair work. And I hope you will accept these newly revised social studies standards as part of the newest iteration of our social studies curriculum.



Ann Nihlen, PhD, Emerita faculty
College of Education, University of New Mexico
Albuquerque, NM

[EXTERNAL] Proposed Social Studies Standards

Jennifer Dudley <dudleyjennifer25@gmail.com>

Tue 10/19/2021 6:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a Kindergarten teacher and have been teaching for 19 years. When presented with these proposed social studies standards, I was shocked that there had been standards added that would require me as a teacher to tell my students what identity group he/she fit in in KINDERGARTEN or what group their family would be in. It is NO TEACHER'S place to tell students these things. Other concepts focusing heavily on individual differences throughout K-12 grades and pushing individual diversity INSTEAD OF valuing the uniqueness of individuals and a common goal. THIS WILL BUILD A DIVISION IN OUR SCHOOLS WHICH WILL BECOME HATRED. I WILL NOT TEACH THESE STANDARDS. I hope you reconsider in adopting these standards and put NM kids FIRST!

Thank you.

J. G.

Seasoned Teacher

Sent from my iPhone

[EXTERNAL] Social Studies standards

Cherie Widmayer <cwidmayer@pvtnetworks.net>

Tue 10/19/2021 7:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

I am a retired NM public school educator with 36 years experience - 26 of those years teaching World History. I appreciate the amount of work in this effort.

While reviewing the World History standards, I find them well-written with an adequate amount of standards for guidance - allowing the teachers the latitude to teach their subject. However, I find it difficult to imagine why 7th grade NM History would need 103 standards while High School World History - "the history of the entire world!" - has 37 standards. This is an issue throughout the Social Studies standards - an inconsistent amount of standards, some with a broad guidance while others appear to micromanage the subject. Many of these standards take lesson planning out of the hands of teachers by assignments in the standards.

It is also worrisome that the emphasis of many standards concentrate on oppression, class conflict and group identity. These are worthy principles but should not be the focus of so many standards.

In my years of teaching, we covered multiple civilizations and discussed both the positive and negative aspects of each civilization. Many factors shaped these civilizations - location, time in history, neighbors, both good and bad, etc. Hopefully no child ever left my class feeling that they were responsible for what their "group identity" did or did not do at any period in history. We always hope to learn from the mistakes of the past, but laying guilt at the feet of today's students is not what history is about.

Please consider eliminating the "assignment" or micromanaging standards, standards that could be considered to be divisive, and the excessive amount of standards for some subject areas.

We want all students to feel worth - not guilt from the actions of others in the past.

Cherie Widmayer

Sent from my iPad

[EXTERNAL] Proposed social studies draft

Melinda V <melindavigil9@gmail.com>

Wed 10/20/2021 9:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good morning,

I was on the PED page looking at the proposed draft and I noticed that the draft does not have a Spanish option.

I think this decision needs to be put on hold until we can a draft in Spanish to include every New Mexican on this matter.

I think we are doing a disservice to all students if we can't even get a draft in Spanish to include all parents in this state.

To think that all parents speak English knowing that we have many students who come from only Spanish speaking backgrounds shows again how out of touch the education system is. Please do not intentionally leave these parents out.

They should be able to speak on the proposed draft. It will affect their children.

Please add a draft in Spanish.

Thank you,
Melinda Vigil

[EXTERNAL] Support for Updated Social Studies Standards

Hank Hughes <hhughes@santafecountynm.gov>

Wed 10/20/2021 1:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Friends:

I support your proposal to update the New Mexico Social Studies Standards to be inclusive of LGBTQ folks and to talk about tribal sovereignty among other additions. We need to update what we teach from time to time and always work toward being more fair and inclusive to groups that have been marginalized historically.

Hank Hughes
Santa Fe County Commissioner
District 5

Fw: [EXTERNAL] Social Studies Standards

Notification, Rule, PED <Rule.Notification@state.nm.us>

Wed 10/20/2021 3:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Nicole Gray <coleighgray@gmail.com>

Sent: Tuesday, October 19, 2021 9:26 AM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] Social Studies Standards

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In the proposed new social studies standards (specifically K) when the standard says things such as, "Communicate a positive view of themselves and identify some of their group identities" or "Describe ways they are similar and different from people who share their identities, and people who do not," what identities are we talking about? I would like some more specific details and not such a generic term. Are we talking about anything that a child might feel identifies them? Religion, ethnicity, gender? What exactly are we talking about here?

Nicole Gray
575-302-7246

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elizabeth Cochran <mailagent@thesoftedge.com>

Wed 10/20/2021 3:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elizabeth Cochran
10025 Michelle Loop NE
Albuquerque, NM 87111

[EXTERNAL] Social Studies curriculum 2021

Molly Madden <mollymadden3@gmail.com>

Wed 10/20/2021 8:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Molly Madden <mollymadden3@gmail.com>

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Molly Madden

2312 Calle del Estavan NW, Albuquerque, NM 87104

mollymadden3@gmail.com

October 20, 2021

John Sena

Policy Division

New Mexico Public Education Department

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Dear Mr. Sena;

I am writing in support of the proposed 2021 social studies standards, which I have read in the draft form on PED website. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. I am a retired Belen Schools elementary teacher and have been concerned for many years that with the pressure to get ELA and MATH scores raised, Social Studies has had little attention/time in elementary lesson planning.

The six strands (civics, economics, geography, history, cultural identity, and inquiry) of standards that run through grades K-12 provide an excellent framework for critical thinking, and support students building their understanding of their own agency at their own speed. These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives.

I urge the department to adopt these standards. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

Molly Madden

[EXTERNAL] Standards

Mary Kelly <mary.kelly@aps.edu>

Thu 10/21/2021 7:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The new standards are great and give a complete and holistic view of our history. Students deserve the whole truth about history and these standards deliver. PED should approve these new standards!

--

[EXTERNAL] Social Studies Changes

ANDREA DENNISSON <romeandr5@aol.com>

Thu 10/21/2021 11:05 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

As a parent of three school age children, I am STRONGLY opposed to the proposed Social Studies changes. I have reviewed the proposed changes and if implemented my family will no longer attend public school in New Mexico.

I respectfully and strongly urge you to reject these changes.

Regards,

Andrea Dennisson
McIntosh NM

[EXTERNAL] Social Studies Rules

Jeremy Sabloff <jerry.sabloff@gmail.com>

Thu 10/21/2021 11:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

2159 Plazuela Vista
Santa Fe, NM 87505-5873

October 21, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

rule.feedback@state.nm.us.

Dear Mr. Sena:

I am writing in strong support of the proposed regulations for social studies standards. The proposed revisions will clearly enhance the teaching of social studies in our state by inclusively and equitably teaching history so that all New Mexican citizens are represented. These excellent guidelines will strengthen and expand learning in all grades to the benefit of students and ultimately the public at large. They definitely deserve to be approved!

I am a retired Professor of Anthropology and a retired administrator (former museum director and past president of the Santa Fe Institute) and have a long-standing interest in education. Thank you for your attention.

Sincerely,

Jeremy A. Sabloff

[EXTERNAL] Supporting changes to K-12 social studies.

Paula Sabloff <psabloff@gmail.com>

Thu 10/21/2021 1:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Dr. Paula Sabloff <psabloff@gmail.com>; Rachel Feldman <rlfeldman1949@gmail.com>; Sandra Forquer Dransfield <sandra.forquer@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

I am an anthropologist, former professor at the University of Pennsylvania, current (retired) professor at the Santa Fe Institute, and long-time New Mexico resident. I am writing today to support the proposed revised social studies standards, 6.29.11 NMAC, Social Studies, for New Mexico public education schools (K-12). There is nothing more important for the future of New Mexico than the careful education of its students, which includes learning to evaluate different perspectives and representing history accurately. Only then can they become true patriots. In short, I strongly believe that the revisions proposed by the PED will greatly enhance the perspectives and knowledge of New Mexico's students and, through them, the entire New Mexico community.

While I am impressed by the standards proposed by the hard-working committees, I have read through the 129- and 36-page versions of the revisions and would like to make one suggestion: The revisions only mention teaching the similarities and differences among peoples in grades K, 2 and 6. While similarities are as important as differences, **LIMITING THE STUDY OF SIMILARITIES TO 3 GRADES IS NOT ENOUGH.**

- Furthermore, teaching similarities are not the same as teaching children that **ALL PEOPLE ARE THE SAME UNDERNEATH**. That is, **ALL PEOPLE GO THROUGH THE SAME LIFE CYCLE—FROM BIRTH TO PUBERTY TO MATURITY AND EVENTUALLY DEATH.**

And:

- The social psychologist Paul Ekman, through a careful comparison of people in several cultures, has proven that **ALL PEOPLE SHARE THE SAME BASIC EMOTIONS**. These include love, hope, joy, curiosity, anger, fear, and sadness. A child in kindergarten needs to be taught that hitting anyone no matter their ethnicity or race causes hurt; hugging anyone no matter their ethnicity or race causes pleasure and acceptance. Of course Shakespeare already said this in The Merchant of Venice in Shylock's famous speech:

Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions; fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer as a Christian is? If you prick us do we not bleed? If you tickle us do we not laugh? If you poison us do we not die?

I urge the department to adopt the proposed standards but to add my suggestions (teaching the universality of the human life cycle and human emotions) as part of the revisions. I hope the department will stand up to those who seek to continue teaching Eurocentric social studies and history. This antiquated approach fails to prepare children for the challenges that are ever-present in their daily lives.

Respectfully,

Paula L.W. Sabloff

Member, Indivisible SOS

Member, Retake Our Democracy

External Faculty Fellow

Santa Fe Institute
1399 Hyde Park Road
Santa Fe, NM 87501
psabloff@santafe.edu

[EXTERNAL] Social Studies State Standards

Leonard Moore <moore.leonardj@gmail.com>

Thu 10/21/2021 2:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist. This work will help New Mexico stand out as a premier educational state.

Sincerely,

--

Leonard Moore

moore.leonardj@gmail.com

505-551-2836

[EXTERNAL] Objections to Proposed New Standards

Debra Hope <dhope@bulldogs.org>

Thu 10/21/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I am a junior high teacher in the state of New Mexico, as well as a parent whose children have and still do attend New Mexico schools. Although I am not a history teacher, I have attended the public forums on this topic and have spoken at length with history teachers in my district. I have some objections to the proposed changes for the history standards.

Social Studies Standards 2021

1. **WRONG dates and information**

- a. Theme 2 History 14 8.32 “Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.”

- Major European explorers explored in the 15th AND 16th Century.
- The new guidelines DO NOT list any names of specific explores.
- 15th Century = 1400’s so Portugal and Spain up to Columbus.
- 16th Century = 1500’s Portugal, Spain, & France should also be included in the standard. They are not included after this standard either.
 - b. Little to no guidance on content specifics (people, places, dates, events)
 - c. None of these important people or events are mentioned: Pocahontas, Juan Ponce De Leon, William Penn, Anne Hutchinson, George Washington, James Madison, John Locke, The Prophet and his brother Tecumseh, Five Civilized Tribes, Trail of Tears, Indian Removal Act, Manifest Destiny, just to list a few, Hiram Revels, Blanche K. Bruce (African American Senators during the Revolution), Dred Scott, John Brown, Fredrick Douglas,

2. **Written as Assignments, not Content Standards**

1. History 16 8.48 “Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution”

-The wording of this standard implies teachers are to have already taught the

-Causes of the American Revolution (which should be a standard, BUT IS NOT under these new proposals)

-the demographics (What does this mean? Like the geography and location of the battles of the American Revolution?)

-and the results of the American Revolution.

THEN tie all of that together and compare it to Revolutions that came after ours. Which ones? As a veteran teacher, the answer here is the French Revolution.

New Teachers will not know this, and neither will teachers who have strictly taught from a textbook.

2. 8.30 “Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.”

-What history/social studies content is being taught here?

-“Support a claim” What claim? Anyone’s ideas? Or historical fact? This Assignment would require many weeks of teaching indigenous lifestyles and histories from around the world PRIOR to writing a response.

-“Global Problems” How broad can one be? There must be more direction and specifics for teachers to be cohesive across the state. This is a U.S. History standard, not World History.

3. “**Biased Maps**”

Anchor Standard

-8th 6-8 Inquiry 23 8.5 “Identify inherent bias in maps and analyze how they impact cultural memory.”

a. Maps are not biased. They have facts of space and time but are inherently

UNBIASED in nature and design. They reflect time periods. Forcing Bias into mapping is BIASED!

4. U.S. Histories overlap 400 years. No need for H.S. history to travel back to the Columbian Exchange! That’s an 8th grade standard/time-period, and should stay that way

All I ask is that teachers be given standards NOT Assignments. Standards which guide and provide specifics for the content of historical people, places, events, times, eras, and into the future. We ask for standards that are UNBIASED. Standards that let history teach itself. Teachers or districts should be able to choose HOW the standards are taught (lesson plans/assignments/assessments/projects).

This is a direct quote from a history teacher at my school: "I have never had to explain the evils of the Trail of Tears, The Long Walk, slavery, the Holocaust, The Spanish Inquisition, or any other human travesties as my students are thinkers and have always been able to think and reason on their own. The way the new guidelines are written is taking away students’ right to think and formulate their own opinions. Many historical events are filled with human evil, and it’s easy for students to pick that out. Many human events are also filled with grace, compassion, love, change, and these are the events omitted from the new social studies guidelines.

The new standards for history and social studies do not meet the criteria of standards, nor do they seem to cover all pertinent information.

Thank you,

Debra Hope
Artesia Junior High School
Business Office Technology

(575) 746-9892 *ext.* 2524

[EXTERNAL] Petition requesting extension of current SS Standards

Adan Estrada <aestrada@cimarronschools.org>

Thu 10/21/2021 3:54 PM

To: Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>;
FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (81 KB)

Signed Petition.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dr. Perea-Warniment and Dr. Bannerman,

Thank you for the time and effort that you have dedicated to help us understand the need for an update on Social Studies standards. Cimarron Schools would request that this work would be delayed to give our staff and community time to fully understand the changes in the standards.

I am including the petition (resolution) from my school board respectfully making this request.

Sincerely,
Adán

--

Adán Estrada
Superintendent
Cimarron Municipal Schools
165 N. Collison Ave.
Cimarron, NM 87714
(575) 376-2445 office
(575) 376-2442 fax

Petition of the
Cimarron District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the New Standards Draft is considerably more lengthy and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

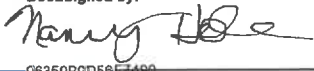
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Cimarron Municipal School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Cimarron District Board of Education

DocuSigned by:

96359B9D56F7490...

Nancy Hooker, President

10-18-2021

Date

[EXTERNAL] SS Public Comment

Chanda Crandall <chcrandall@bulldogs.org>

Thu 10/21/2021 4:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My Comment is based off how the SS standards are written. First, are the chronologically in line? Comprehension of historical events is highly improved when the events leading up to the events, eras, consequences are understood, Historical Context must be relevant. Standards must be objective to context and chronologically taught.

Secondly, the standards are written in a manner that stifles a teacher's modes of instruction, collaboration, and creativity because they are written as assignments rather than analytically for students to interpret and determine an understanding.

Thank You,
Chanda Crandall
Artesia Junior High School Principal

[EXTERNAL] Proposed Social Studies Standards

Benjamin Imbus <benjamin.imbus@aps.edu>

Thu 10/21/2021 9:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I highly praise the effort to include more diverse perspectives in the standards and the effort to teach history more accurately and honestly, even when it's not flattering. Social studies should not be nationalist mythology or fairy-tales.

I do think the huge achievements of US Reconstruction should be explicitly laid out since they are typically glossed over or even unknown. These should include the expansion of voting rights, widespread election of Black politicians, the creation of public schools across the South, legal civil rights protections against discrimination, and more.

Benjamin Imbus
Social Studies
John Adams Middle School
Albuquerque Public Schools

[EXTERNAL] Social Studies Resolution

kristie medina <kristie.medina@ratonschools.com>

Thu 10/21/2021 5:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Mizell, Dr. Kimberly <kmizell@bsin.k12.nm.us>; Rounds, Stan <stan@nmcel.org>

 1 attachments (94 KB)

1049_001.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening,

Here is the resolution the Raton Board of Education approved on Monday, October 18, 2021. Thank you!

--

Kristie L. Medina
Superintendent
Raton Public Schools
575-445-9111 (office)
505-414-8082 (cell)

Resolution of the Board of Education of Raton Public Schools

Resolution No. 2021-10

Petitioning the Public Education Department of the State of New Mexico

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft, and the time period proposed by PED for evaluation is insufficient;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues, which severely strain the resources of the districts;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve proficiency in their proper grade levels,

handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Raton Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

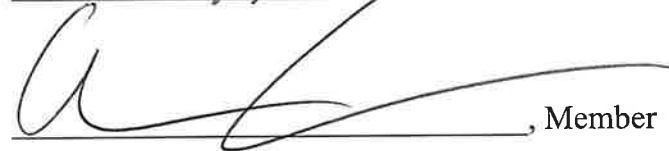
Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Approved by the Raton Board of Education this 18th day of October, 2021.

 _____, President

 _____, Vice President

 _____, Secretary

 _____, Member

 _____, Member

[EXTERNAL] Feedback on Social Studies Standards

Sierra Corriveau <scorriveau@montedelsol.org>

Fri 10/22/2021 8:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

I have been an educator for 20 years in the state of New Mexico, Colorado, Pennsylvania and Iowa. The majority of those years were spent as a history teacher. I graduated from a New Mexico high school, as well as a New Mexico college and I am quite proud to live in this state.

The newly proposed history standards are not only sane, appropriate and accurate, they are also humane and important to supporting the diversity and students of our unique state.

As an educator, there has always been a public voice that is loud and does not understand what really goes on in schools. Unfortunately, in today's political climate, that public voice has decided they want to contribute and comment on something they have not taken 20 years to understand.

I would ask that you listen to the voices of students and educators as to what we do and what we need.

These standards are a small step towards truly learning about ourselves and our place in the world.

Thank you for your time and I highly encourage you to approve these standards.

Sierra Corriveau

[EXTERNAL] Fwd: K-12 Social Studies Standards- first submission not published

Dayni Staddon <kalos-karuna@earthlink.net>

Fri 10/22/2021 8:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Begin forwarded message:

From: Dayni Staddon <kalos-karuna@earthlink.net>

Subject: K-12 Social Studies Standards

Date: October 19, 2021 at 5:30:18 PM MDT

To: rule.feedback@state.nm.us

I would like to submit a comment supporting the revised Social Studies Standards for K-12. I understand that the new standards include unrepresented and underrepresented voices and prioritize social justice, tribal sovereignty, and sustainable futures. It is vital that we update our standards and teach historically accurate information inclusive of diverse voices. New Mexico has the opportunity to lead the Nation in creating inclusive standards. I fully support the new standards.

[EXTERNAL] Social Studies Support

Erick Druva <edruva@montedelsol.org>

Fri 10/22/2021 9:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Wendy Leighton <wleighton@montedelsol.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

After a devoted 14 years teaching, I am in support of NM educators and community members revising the state's social studies standards, which have not been updated in 12 years.

I am in support of using an open and transparent process, as editors relied on the strength of that diversity to create revisions to the standards that mirror our unity in education of history as a community of learners in New Mexico.

[EXTERNAL] Comments on Social Studies Standards

Roberta Colton <roberta.colton@gmail.com>

Fri 10/22/2021 12:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (116 KB)

10.22.21 Comments on Social Studies Standards.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see my attached letter.

--

Roberta F. Colton
Santa Fe, New Mexico
roberta.colton@gmail.com
cell phone: 202.244.2495

Roberta F. Colton
556 Los Nidos Drive
Santa Fe, New Mexico 87501-8356
roberta.colton@gmail.com

October 22, 2021

Via email: rule.feedback@state.nm.us
John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

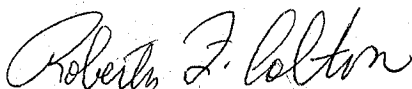
Dear Mr. Sena;

I am writing in support of the proposed revised social studies standards, **6.29.11 NMAC, Social Studies**, for New Mexico public education schools (K-12). As a resident of Santa Fe, the former chair of the Board of Trustees of a public charter school in Washington, DC, and an observer of politics, I am concerned about the lack of civic knowledge of so many citizens. I think the best place to start addressing this deficit is by making sure Santa Fe Public Schools is teaching a curriculum that gives students a strong foundation in how our government is organized and how to maintain a strong democracy.

I want to commend the New Mexico Department of Public Education (the PED) for undertaking the development of new standards for the teaching of social studies. I am favorably impressed by the scope of work undertaken by the committee that drafted them. I think the six-strand approach is an excellent way to organize the standards that cover the broad topic of social studies. The proposed standards demonstrate respect for the intelligence of children as well as their differing cultures and perspectives. I applaud their focus on teaching critical thinking, including the evaluation of the credibility of data sources.

I urge the PED to adopt these standards. We cannot continue teaching Eurocentric social studies and history if we want to prepare children to be effective citizens. Contrary to the many negative comments claiming that the standards include critical race theory, I find that the standards do not blame white people living now for what white people did in the past but, instead, promote the teaching of history accurately. Unfortunately, that history includes ethnic cleansing of Native Americans, exploitation of African-Americans as slave labor, and massacres of African-Americans in Tulsa, Oklahoma, among other unfortunate incidents. The sooner our children learn the truth, the better.

Respectfully,



Roberta F. Colton

[EXTERNAL] Updated Social Studies Standards

Nancy Sue Michels <nmichels@montedelsol.org>

Fri 10/22/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am in support of the updated Social Studies Standards. These updates are not about Critical Race Theory, but rather about teaching a more accurate view of history where all voices are heard. It is about time. I have been an educator in New Mexico since 1994.

Nancy Sue Michels
Santa Fe, NM

[EXTERNAL] Comments on Draft Social Studies Standards

Gary Seger <gseger46@gmail.com>

Fri 10/22/2021 1:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have read through all 122 pages of draft standards. I take exception to the personalization of certain standards relating to culture and identity. These are the following: K22, 23,24,25; 2.27,28; 3.27, 28; 5.30; 7.6, 7.72, 7.82, 7.103; 8.19,20,21,22, 23; 9-12. NMH.18. These border on indoctrination and embedding divisiveness. They should be deleted.

Gary Seger
10 Falling Star Cir
Santa Fe, NM 87506

[EXTERNAL] CRT being taught

Teresa Nienhueser <roohoops23@yahoo.com>

Fri 10/22/2021 1:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I would like to voice my opinion and strongly oppose the teaching of "critical race theory" or any of its components in San Juan County and New Mexico schools.

Thank you,
Teresa Nienhueser
Farmington, NM

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Natalie Deibel <mailagent@thesoftedge.com>

Fri 10/22/2021 1:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Natalie Deibel
128 Candelario St, Apt. B
Santa Fe, NM 87501

Fw: [EXTERNAL] social studies:

Notification, Rule, PED <Rule.Notification@state.nm.us>

Fri 10/22/2021 4:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: WILLIAM HARLEY <wharley505@yahoo.com>

Sent: Friday, October 22, 2021 1:48 PM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] social studies:

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

How can anyone with a conscience actually try to twist and pervert a child's mind with these proposals? BLM is nothing but a Racist, Marxist org. How insane are you people? Who do you work for? I was a lifelong Dem until people such as yourselves took control of the party. No longer. STOP NOW, I beg you!

William Harley

Sent from [Mail](#) for Windows

[EXTERNAL] Social Studies Standard

Mary Bissell <mcbisselli@gmail.com>

Fri 10/22/2021 9:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

As a teacher, mother, and aunt, I approve of the new social studies standards.

Thank you for working so hard and taking so much time to ensure our students have updated standards that embrace culturally- and linguistically-responsive teaching.

Sincerely,
Mary Bissell
Rio Rancho, NM

[EXTERNAL] comments to the proposed NM social studies standards

barbara_and_mike@comcast.net <barbara_and_mike@comcast.net>

Sat 10/23/2021 12:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I skimmed through the more recent history updates (1968 and beyond). I also looked at the guiding principles (P 9). Since I have no knowledge of the current standards I cannot comment as to whether these are improved (or not). Here are the comments I can provide:

1. I suggest re-ordering the guiding principles to reduce the number and weight of negative comments from conservative members of the community. Specifically, I would move the #2 principle to the #1 position. It is best to start from a position of unity, and I think that “developing student agency and leadership, employability skills, critical thinking ...” would be a universally agreed upon goal for social studies.
2. It seems that with the guiding principles we are trying to challenge the objective/subjective duality. Hence the emphasis on stories. Maybe tackling that topic head-on in the guiding principles would be appropriate, rather than sneaking it in.
3. One thing I feel is missing (and not just with this standard, but in general in American discourse) is the impact that systems have on people, on economics, on culture. The chronic over-emphasis here in the US on individual responsibility and agency, with a corresponding lack of emphasis on systems (how they constrain and shape our lives). This comes up again and again. In terms of health, environmentalism, inequality. We are all scolded that we are not (individually) doing enough to solve these problems when much of it is locked in by a system we are all existing/working within.

Why is there no mention of socialism? Nor of taxes? How can one discuss the economy while never mentioning taxation?

One thing I saw that was missing was a discussion of red-lining in terms of housing and how this disadvantages entire races. And not just those individuals first affected; it has a trickle-down disadvantage in terms of preventing generational accumulation of wealth. And in terms of the opportunities afforded to people living in different neighborhoods.

I searched for the word “slave” to see how it is discussed. I think it would be important to provide some context. Slavery is not a US invention; it has a long history around the world and, in fact, still exists today. This is something I did not learn in my public education and when I did learn about it I thought “what the heck? Why wasn’t that explained before?”.

In general, the standards are a bit light on how economics affect society. It is a lie that we have a laissez-faire economy ... our government provides incentives and penalties to manipulate the economy. As do other governments.

Barbara Mills

barbara_and_mike@comcast.net

(505) 256-4110

[EXTERNAL] Social Study Standards revision feedback

Barbara Balik <balik.barbara@gmail.com>

Sat 10/23/2021 3:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the extensive work to revise the standards. We support the revisions and the efforts to provide a wide view of our world, nation, and state history and the impact on how we live together.

We do not have children in NM schools who will directly benefit from the revised standards however as citizens we all benefit from well-educated graduates. We all have a stake in their well rounded education.

Teaching the truth about the experiences of a diverse range of people is always a sign of strength that we build together. To narrow the views offered is to limit all children and demean far too many. The horrible examples from friends in Texas and their limited view of social studies and history is counter to developing well educated, compassionate, and talented young people who will be equipped in a world that welcomes and benefits from the gifts of all people. Thank you for these revisions.

Barbara & Dan Balik

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

PAUL GREENBAUM <mailagent@thesoftedge.com>

Sat 10/23/2021 4:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

PAUL GREENBAUM
6609 BEAU CHENE NE
albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Margaret Keen <mailagent@thesoftedge.com>

Sun 10/24/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Margaret Keen
308 Andrews Ln
Corrales, NM 87048-7454

[EXTERNAL] New guidelines for teaching history and social studies

Lanny Eyre <diane.llee@yahoo.com>

Sun 10/24/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I approve of the new proposed guidelines for teaching history and social studies in New Mexico. It is very important that our children learn all of our history and not just the pretty parts. No history is all good and we need to learn from the ugly parts of ours.

Diane Lee

[EXTERNAL] Comments on 21-15540-Draft-NM-Standards-For-Teachers-(Social Studies)

ibdbanker@gmail.com <ibdbanker@gmail.com>

Sun 10/24/2021 3:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have two major objections to the attached Draft NM Social Studies Standards for Teachers that make them completely objectionable and unacceptable in my view: (1) the standards mandate teacher and student (political) activism at all grade levels and (2) These standards overemphasize the many potentially divisive individual, cultural, and ethnic differences among us.

1. Mandated teacher and student (political) activism:

- Page-8 of the attachment describes a “rigorous and relevant K-12 social studies program ... led by teachers who are committed to active civic participation?” Will such participation be a requirement for all teachers? Will such participation be part of the teachers’ annual performance evaluations? Participation in civic actions should be a personal matter and not a directed requirement for professional conduct. Would attending a MAGA rally be appropriate for such directed civic action? Or perhaps a BLM protest, or maybe a pro or anti-abortion protest? Voting rights? Inner-city crime, etc? Who will choose those actions and what will be the objectives of those actions? All are appropriate areas for academic inquiry, perhaps, but completely inappropriate for mandated / directed civic / political actions by either students or their teachers!
- In conjunction with fielding teachers as civic / political activists, there is an “Anchor Standard” titled “Inquiry” that is pervasive at every level from Kindergarten all the way through 12th grade which requires students to “take informed action” i.e. to be political activists – beginning in Kindergarten! No kidding – 5-year-olds in Kindergarten! Kindergarten Performance Standard K4 for *Inquiry* is “Take group or individual action to help address local, regional, or global problems” (see p. 14). These performance standards become more involved with higher grade levels but the focus on “taking informed action” / activism remains throughout. Action on what problems and in pursuit of what objectives? Who decides? What are the actions to be taken? How will students be graded on these actions and by what standards? This type of mandated political activism is way out of bounds for any K-12 learning environment.

2. Enabling divisiveness and separateness

- There is a pervasive emphasis on such topics as Ethnic, Cultural and Identity Standards; Diversity and Identity (in Kindergarten) and every following grade level up to 12th grade. There seems to be an overarching emphasis on addressing the many potentially divisive individual (race, gender, sexuality, disability, nationality, class, etc. etc.) and cultural differences among students rather than on stressing the American values, principles and traditions that define us and unite us as a nation and a people. The emphasis seems to be more on our faults rather on those common interests that unite us as a people and as a nation.
- There are pervasive undertones that seemingly portray America as a basically unjust and unfair nation that needs to be fixed rather than an imperfect nation still striving to “form a more perfect union” (5th grade Theme 2: *Inequality and justice in America*;... “5.12: Describe how inequity in the United States laid the foundation for conflict that continues today.”

3. Other observations:

- Discussions regarding economics appear to focus on how groups deal with issues of scarcity rather than explaining the free-market and free-market principles (K.17, 1.14, 3.16, 3.17, 5.19-20). Good to compare capitalism / free-market principles with other economic systems throughout history, but should focus on the inter-relationships between economic freedom and

political freedom and how the free-market system has lifted tens of millions of people out of poverty – even in formerly socialist countries.

4. My personal recommendations:

- Reject these proposed Social Studies standards and send them back for major revision, much wider dissemination, coordination, review, and input. Changes of this magnitude should be very deliberative and participative.
- Expunge all requirements for teacher and student activism / “active civic participation.” There should be no place enforced political activism in our schools!
- Focus on developing educated, responsible, and ethical American citizens through an honest and contextual teaching of the American values, founding principles, institutions, history, and traditions that unite us as a people and a nation while at the same time engendering knowledge of, and respect for the many individual, ethnic, and cultural differences that enrich us as a culture and as a nation.

Richard Farr
Las Cruces
575-652-5266

Sent from [Mail](#) for Windows

[EXTERNAL] SS Standards

E.K. VanWie <vanwieek@yahoo.com>

Sun 10/24/2021 5:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Feedback on the proposed Social Studies Standards

The two new strands (1. Inquiry and 2. Ethnic, Cultural & Identity Studies) are critical and important additions. With Inquiry, students will learn life and analytical thinking skills to investigate and find reliable information and to ask relevant, credible, and compelling questions. With the Ethnic, Cultural & Identity Studies, students will learn to better understand themselves and others. This will support the development of self-confidence and empathy for others. Self-confidence improves individuals' ability to problem-solve, communicate, focus on learning, and achieve important goals. Empathy, the ability to identify and understand other people's feelings, is crucial for establishing relationships, making moral decisions, and enabling successful teamwork. It's important for all students to see themselves and others in their learning experiences.

The Performance Standards provide clarity for educators to develop curricula and learning materials. They contain high expectations for students, which is good. Hopefully educators are encouraged to set priorities, as there may not be enough time in the school year to address all of the Performance Standards.

There is extensive information to review in the standards, so the following suggestions may be in the standards someplace. It seems like Inquiry Standards could have more attention to developing technology and media literacy and graphic representations as they relate to the social studies. The Geography Standards have significant use of mapping skills, which is still important, a long side the use of Global Positioning Systems (GPS).

As a citizen who supports empowering voters and strengthen democracy, it's good to see the Civics standards integrated in the K-8 grades, with a high school course in Civics. New Mexico history appears at several age levels as well, including in the 4th and 7th grades, and as a high school course.

In the 6th grade Inquiry Standard 24, be more specific about the types of "claims" that will be studied. Add the dates of the time periods being studied (e.g. Post-Classical, 500-1450 C.E.). In the high school Economics course, is there room for learning about bank accounts, credit and debt management? How might the PED encourage social studies and mathematics teachers to collaborate on this subject?

Thank you for the thoughtful work that has gone into drafting the social studies standards. I support them.

E.K. VanWie
Las Cruces

E.K. VanWie, Ed.D.
Email: vanwieek@yahoo.com

*"We are all bound up together in one great bundle of humanity."
Frances Ellen Watkins Harper 1866*

*"To me there is nothing complicated about ordinary equality."
Alice Paul - Circa 1917*

*"No one can make you feel inferior without your consent."
Attributed to Eleanor Roosevelt - Circa 1940*

[EXTERNAL] Social Studies Curriculum

Susan A Casey <susancasey14@gmail.com>

Sun 10/24/2021 7:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To all people who have decision-making power in revision of our Social Studies Curriculum:

DO NOT IMPLEMENT CRT INTO OUR NM SCHOOLS.

AS A PARENT, GRANDPARENT, AND RETIRED ELEMENTARY EDUCATION TEACHER, DO NOT ALLOW CRT INTO OUR STUDENTS' EDUCATION.

THIS ISSUE IS GOING ON IN SCHOOL STATE CURRICULUMS ACROSS THE COUNTRY. DO NOT BE STUPID LIKE SOME, ONLY TO HAVE PEOPLE PROTEST TO GET RID OF IT. NEW MEXICO NEEDS TO BE A LEADER IN DOING THE RIGHT THING.

DO NOT IMPLEMENT CRT INTO OUR NM SCHOOLS.

SUSAN A CASEY
LOS LUNAS, NM
betrayed4.sc@gmail.com

[EXTERNAL] On CRT

Linda Schalk <linda.schalk@icloud.com>

Sun 10/24/2021 7:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello and thank you for taking comments on CRT. In New Mexico especially, where our pledge proudly espouses the respect between the diverse cultures, CRT would be an anathema.

I find that most people now-a-days do not know how important the black race was to our winning the American Revolution. Their were many great people and great stories that were erased from our history books under the Presidency of Woodrow Wilson in the early 1900's because he was an avowed racist (KKK and all).

Wouldn't it be grand if we went back to the real history of our country (good and bad) and put all the names and stories of all who helped through the ages, regardless of race, guard our freedoms in this country?

Thank you,
Linda Schalk

[EXTERNAL] PLEASE SEE ATTACHED LETTER

Cathy Walters <cathwalter@aol.com>

Sun 10/24/2021 7:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (58 KB)

Sample_Letter_NMPED_Anit-CRT copy PDF.pdf;

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"I will praise you, Lord my God, with all my (new) heart;
I will glorify your name forever!"

Psalm 86:12

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Cathy Walters and I'm a constituent from Los Alamos, New Mexico

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices.
6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are open

to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/ racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)

5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)

9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)

10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

Thank you for your time and have a great day.

Sincerely,
Cathy Walters
1001 Oppenheimer Dr #117
Los Alamos, NM 87544
505-690-2309
cathwalter@aol.com

CC: Ms. Melanie Colgan, President
LAPS School Board
2075 Trinity Drive
Los Alamos, NM 97544

[EXTERNAL] Social Study Standards: 6.29.11 NMAC, Social Studies

Ellen Marder <ellenmarder@gmail.com>

Mon 10/25/2021 11:48 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please accept my recommendation of support for the new social studies programs as set forth in 6.29.11 NMAC Social Studies

Ellen Marder
8 Paintbrush Ct.
Santa Fe, New Mexico 87506
ellenmarder@gmail.com

October 25, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

I am writing in support of the proposed revised social studies standards, 6.29.11 NMAC, Social Studies, for New Mexico public education schools (K-12). I am a retired physician, mother, grandmother and a citizen concerned about the ability of our public schools to educate our citizens. It is the only way to keep our democracy functioning and strong.

I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by her committee that drafted them. I believe the K-8 standards are consistent and I support the critical thinking portion especially.

Suggestions I offer are:

- Replace references to “white supremacy” with “European supremacy”
- Include more emphasis – perhaps in the form of an overview course – of
The states’ rights v federalism tension that underlies much of our history

I urge the department to adopt these standards. I hope the department will broaden the scope of social studies and history instruction to reflect the diversity of the real world, incorporate informed history and avoid bias as much as possible in course material. At the same time courses should be designed to develop an understanding of and appreciation for our form of government to prepare them to be effective citizens and problem solvers.

Respectfully,

Ellen Marder

[EXTERNAL] In Support of Revised Social Studies State Standards

Lisa Harmon <lisajmartinez@unm.edu>

Mon 10/25/2021 12:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I am a proud native New Mexican and have been an educator for the past 13 years in the state, teaching in the humanities at a school whose population directly reflects New Mexico's overall demographics.

When I say that New Mexico desperately needs these revised Social Studies standards, that is not an exaggeration.

While many of the skills inherent in the standards are relevant and important to young New Mexicans, as they learn about themselves and the world they've inherited, the content is entirely Eurocentric.

There are only 2 references to "Indian" and 2 references to "Indigenous" in the 9-12 Social Studies Standards. In a state with over 20 unique pueblos and reservations in New Mexico, we are denying our youth an opportunity to know our history, as painful as it may be, and it is at the cost of our Indigenous youth and their families. This is especially true when many of our schools are built on land stolen from these same communities that have been displaced in the standards and are reduced to a footnote in textbooks.

Similarly, there are zero references to "Mexican," in the 9-12 grade standards and only two references to "Spanish," both of which reference events outside of the U.S. This denies the truth of the complex relationships between generations of New Mexicans and denies young people of color in our state the opportunity to engage fully in a curriculum that otherwise leaves them out.

The number of these references in the 5-8 grade standards are only a few more, the highest being 5 references in the entire set of standards. To me, this suggests that New Mexican youth stop learning about themselves and our complex histories by the 8th grade.

These new standards incorporate complex New Mexican history throughout the high school curriculum, even in the high school Civics standards, asking students to "Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions."

How can we New Mexicans move forward without truly confronting our past?

Young people deserve better than the standards that have been in use since I started teaching, 13 years ago. Young people deserve to hear the truth of their communities spoken in their schools. Young people deserve authentic learning experiences that do not deny their culture, language, and lived experiences but instead ones that celebrate them.

White washing New Mexican history and focusing on European standards, culture, and values has not served us well. Now is the time for change.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

jackseigel@frontier.com <jackseigel@frontier.com>

Mon 10/25/2021 1:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Jack Seigel
18 Avenida Aldea
Santa Fe, NM 87507

[EXTERNAL] Comment Letter responding to proposed regulations 6.29.11 NMAC Social Studies

rlfeldman1949@gmail.com <rlfeldman1949@gmail.com>

Mon 10/25/2021 1:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Rachel Feldman
#1 Via Bella
Santa Fe, NM 87507

October 25, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us-
Dear Mr. Sena;

Please consider this letter to be my formal comments on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**. I am a retired health system administrator, policy and budget analyst, researcher, and negotiator. I am also a mother and have a number of children in my life, whose futures I work to protect.

I am writing in support of the proposed social studies standards. I commend the PED for undertaking these revisions. I was pleased to see that the advisers and teachers contributing to this work appear to truly represent the wonderful diversity of this state. It is also evident that those drafting the standards worked hard to put them in politically neutral and behavioral language and to be inclusive of all voices, regardless of political affiliation.

I think that the many objections submitted so far claiming bias, referencing “critical race theory”, and worried that such standards will turn children against their country represent a desire to not recognize the reality of change, and fear that standards inclusive of all somehow de-value the voices of European descendants. We need to prepare children to adapt to change and no one’s voice is devalued by these standards.

In my career, I have hired and supervised hundreds of young people coming out of high school and college, and it has distressed me that many seem to have little sense of history and most don’t understand how government or business work. I believe the proposed standards would remediate this situation and better prepare young people to be effective citizens who contribute to the community and their workplaces.

I support the structure of these standards, including the six strands and associated anchor standards. I would like to see additional structure added to the middle and high school standards, because the volume of material makes it difficult to distinguish what is mandatory and must be mastered from individual topics that would make more effective choices for in depth study based on personal interests, or from

which teachers might choose for special attention. I think there is too much material to cover everything, given time and other constraints on teachers and schools. It would help for the state to set principles for prioritizing to ensure students across the state cover substantively the same material, and so that material is not excluded because of bias.

I would like to see a clearer treatment of “reconciliation” and “healing” that addresses the reality and universality of the emergence of conflict, and introduces students to basic conflict resolution skills as well as formal tools such as mediation, negotiation, arbitration, litigation, and some of the national movements of reconciliation. If children learn to see small conflicts in their homes and on the playground, and experience solutions, including compromise, they will be better prepared as conflicts they encounter are more complicated and dangerous. These standards have the potential to build survival capacities in children, as well as citizenship skills. Our culture tends to be conflict averse: to treat conflict as something bad, rather than something that naturally emerges out of differing interests and competition for resources. We avoid conflict at our peril.

I would also like to see an explicit articulation of the “social contract” that underlies our founding documents. This can be introduced when rules and laws are discussed with young children under the civics standards. It is critical that children understand that democracies use rule of law to balance the interests of individuals against the welfare of the many. The value of the social contract addresses the challenge of the bully as well as the oppression of the autocrat. “Balancing” the wants of individuals against the needs of the community and nation should be understood as a civic responsibility.

With respect to those who want to include personal finance in the social studies standards, while I agree personal finance knowledge should be required for graduation, I think this material is its own subject matter, and not a subsidiary of the “economics strand” as seen in these standards. I also think it requires math skills that cannot be taught or assumed in the social studies and history curriculum. Space needs to be carved out elsewhere to teach this important material.

In closing, I urge the department to adopt these standards, with refinements.

Respectfully,

Rachel L. Feldman
Rfeldman1949@gmail.com

[EXTERNAL] Proposed Social Studies Standards

JK Melton <meltonjk@gmail.com>

Tue 10/26/2021 7:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I am writing to give my support to the proposed social studies standards. I think they represent an important improvement over the previous (good) standards, and they provide a solid educational foundation for our social studies curricula throughout the state.

I particularly appreciate how the standards approach controversial issues. They lay out several opportunities for students to explore how majority and minority groups function in society. They set a high standard for exploring history from multiple viewpoints, considering race, gender, ethnicity, and indigeneity. They strongly encourage historical thinking and research skills. They are centered in fostering and developing critical thinking skills. They help students develop the skills to think about short term and long term consequences.

I wish to commend the task forces that drafted these standards and the hard working educators who shaped them. I encourage their adoption.

JK Melton, Ph.D.
Farmington, NM

[EXTERNAL] the proposed repeal and replace of 6.29.11 NMAC, Social Studies

M J <mlejolley@gmail.com>

Tue 10/26/2021 9:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (16 KB)

CRT.docx;

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Please see attached comments. Thank you.

NM PED, the proposed repeal and replace of 6.29.11 NMAC, Social Studies:

Regarding the proposed standards update for New Mexico Social Studies. These standards focus on our differences rather than our similarities which promotes discord in society.

These standards adopt Critical Race Theory, Gender Theory, etc., as fact, not theories. These theories are against individualism and are a fear-focused rebranding of Marxism; Marxism where equity means equal outcome (dumbing down). Americans believe in equality which leads to opportunity and success. These new standards are a war on capitalism and freedom.

New Mexico's social studies curriculum should not include revisionist history. This "new" history (an oxymoron) is dangerous, divisive and un-American. Fictional narratives will invalidate actual objective historical events. We should be encouraging our children to be independent thinkers, to look at both sides of our history, the good along with the bad. Historical facts describe where we have been as well as where we are going.

Racism exists in America, as it does in every other country, but America is not racist. Systemic racism was outlawed by the Civil Rights Act of 1964. We have made tremendous strides in creating opportunity based on competence not skin color.

New Mexico would do more for its children by concentrating on reading, writing, math and science. Think where our students would be right now if we had used our funding on basics, not ideology. We certainly would not be at the bottom of the list of student exceptionalism. Social engineering does not have a place in our schools. Political agendas have no place in our schools. These new standards create fear in our young people at a time when they should be enjoying their lives and looking forward to all the opportunities that are available to them in America.

"In a report released in August, WalletHub looked at 12,927 school districts throughout the U.S. and ranked them comparing average household income and per-pupil spending at public schools in those districts. The bigger the difference, the worse the state scored. Of the 10 states with the least equitable school districts, seven are Democrat: New York, California, Illinois, Oregon, Maine, New Jersey, and New Mexico..."

The new Social Studies standards will not help achieve higher graduation rates or higher literacy rates. New Mexico needs to concentrate on reading, writing, math and science. Give our children a chance to grow up without fear of their neighbor or what their neighbor thinks of them. New Mexico schools should not be participating in ideological agendas. New Mexico schools should be promoting love of country and pride in how far America has come in promoting equality, not encouraging victimhood.

[EXTERNAL] Comments on Social Studies Standards

Tony Monfiletto <tony@futurefocusededucation.org>

Tue 10/26/2021 10:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I support the new [Social Studies Standards](#) proposed by the NM Public Education Department. The standards are a positive step in our collective responsibility to care for the well-being of our young people. Because of COVID-19, the past 18 months have been punishing for students. The trauma of being isolated from school, peers, and extended family has left many of our young people anxious and depressed about their future. We believe the proposed social studies standards are one important step toward healing.

By offering social studies curricula that address the complicated and nuanced histories and identities of New Mexicans, we can challenge young people to be critical thinkers that imagine a future different from the world we live in now. Our students are inheriting a state and nation weighed down by racial divides, climate change, and cynicism. These new standards will help build our students into the leaders that we so desperately need to solve these problems.

Our social studies standards have not been updated in over a decade. Adversaries are falsely conflating this much-needed update with the Critical Race Theory discussion. We urge you not to be confused by this misdirection. What we should be talking about is how young people deserve authentic learning experiences that do not deny their culture, language, and lived experiences—but *celebrate* them instead. Creating healing, inclusive lessons that build positive personal identity is essential for student health and future success.

In 2019, Future Focused Education held focus groups with young people across the state in partnership with NMPED. Many of the students told us about how they struggled in schools that could not adapt to their needs. Kenia Alonzo told us that,

“A lot of Native students learn differently and they have a lot of trauma which is why they are in special education. Their needs are different. At my college [Southwest Indian Polytechnic Institute] we talk about our personal experiences. I didn’t have a Native teachers until I got to college. I have never had a Navajo class before, and now my peers and I have a way to learn together. I have learned a lot more in college because I have Native teachers and I’m a better student because of it.”

How many young people are there like Kenia in our state? How many of them never made it to college so that their needs could be met? The new Social Studies Standards can help schools meet the challenge that Kenya articulated, and that’s why we support them so wholeheartedly.

Finally, Future Focused Education operates X3, a paid internship program that has partnered with more than 75 employers in New Mexico. It has paid out over \$330,000 to young people

who have participated in more than 450 internships in Albuquerque, Las Cruces, Rio Rancho, Santa Fe, and Cuba. It's an immense success for the students, most of whom are off-track to graduation or have returned to school after dropping out. One thing we know from our experience is that confident, self-assured young people make the best interns and employees — they are the key to making our communities healthier and more prosperous.

We live in a complex world that demands students see events from multiple perspectives. These new standards will help students see themselves as assets who can make a positive contribution. To do this our schools must reinforce the notion that our young people can be successful *because* of who they are and where they come from, rather than in *spite* of it.

Thank you,

Tony Monfiletto



Tony Monfiletto
Executive Director

FutureFocusedEducation.org
200 Broadway NE
ALBUQUERQUE NM, 87102

[EXTERNAL] Proposed New Social Studies Standards

John Przyborowski <johnp@montedelsol.org>

Tue 10/26/2021 10:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in support of the newly drafted K-12 Social Studies Standards. The additional focus on tribal sovereignty, social justice and sustainable futures will help bring New Mexico into the 21st century and establish our state as a thought leader in education.

Thank you.

--

John Przyborowski

he/him/his

Teacher

Monte del Sol Charter School

[EXTERNAL] Proposed Social Studies Standards

Kandice Barley <kbarley@bulldogs.org>

Tue 10/26/2021 11:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

As a teacher, parent, and historian I find the following disturbing:

Social Studies Standards 2021

1. WRONG dates and information

a. Theme 2 History 14 8.32 “Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.”

- Major European explorers explored in the 15th AND 16th Century.

- The new guidelines DO NOT list any names of specific explores.

- 15th Century = 1400’s so Portugal and Spain up to Columbus.

- 16th Century = 1500’s Portugal, Spain, & France should also be included in the standard. They are not included after this standard either.

b. Little to no guidance on content specifics (people, places, dates, events)

c. None of these important people or events are mentioned: Pocahontas, Juan Ponce De Leon, William Penn, Anne Hutchinson, George Washington, James Madison, John Locke, The Prophet and his brother Tecumseh, Five Civilized Tribes, Trail of Tears, Indian Removal Act, Manifest Destiny, just to list a few, Hiram Revels, Blanche K. Bruce (African American Senators during the Revolution), Dred Scott, John Brown, Fredrick Douglas,

2. Written as Assignments, not Content Standards

a. History 16 8.48 “Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution”

-The wording of this standard implies teachers are to have already taught the

-Causes of the American Revolution (which should be a standard, BUT IS NOT under these new proposals)

-the demographics (I don’t know what this means here. Like the geography and location of the battles of the American Revolution?

-and the results of the American Revolution.

THEN tie all of that together and compare it to Revolutions that came after ours. Which ones? As a veteran teacher, the answer here is the French Revolution.

New Teachers will not know this, and neither will teachers who have strictly taught from a textbook.

b. 8.30 “Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.”

-I don’t know what content I am supposed to teach here.

-“Support a claim” What claim? Anyone’s ideas? Or historical fact? This Assignment would require many weeks of teaching indigenous lifestyles and histories from around the world PRIOR to writing a response.

-“Global Problems” How broad can one be? There must be more direction and specifics for teachers to be cohesive across the state. This is a U.S. History standard, not World History.

3. “Biased Maps”

Anchor Standard

-8th 6-8 Inquiry 23 8.5 “Identify inherent bias in maps and analyze how they impact cultural memory.”

a. Maps are not biased. They have facts of space and time but are inherently

UNBIASED in nature and design. They reflect time periods. Forcing Bias into mapping is BIASED!
4. U.S. Histories overlap 400 years. No need for H.S. history to travel back to the Columbian Exchange!
That's an 8th grade standard/time-period, and should stay that way
All I ask is that teachers be given standards NOT Assignments. Standards which guide and provide specifics for the content of historical people, places, events, times, eras, and into the future. I ask for standards that are UNBIASED. Standards that let history teach itself. I have never had to explain the evils of the Trail of Tears, The Long Walk, slavery, the Holocaust, The Spanish Inquisition, or any other human travesties as my students are thinkers and have always been able to think and reason on their own. The way the new guidelines are written is taking away students' right to think and formulate their own opinions. Many historical events are filled with human evil, and it's easy for students to pick that out. Many human events are also filled with grace, compassion, love, change, and these are the events omitted from the new social studies guidelines.

Please take these into consideration. We must do what is RIGHT for our children, not what is popular in today's culture.

Kandice Barley
Artesia Junior High School
kbarley@bulldogs.org

[EXTERNAL] K-12 Social Studies Standards

Susha Pratt <spratt@montedelsol.org>

Tue 10/26/2021 1:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

I am writing as a parent and an educator in support of the K-12 Social Studies Standards that focuses on social justice and tribal sovereignty. I want my children to grow up in a state that honors diverse voices and where our teachers teach the whole truth of our state/nation and not a partial truth. How many elementary students can name the tribes who were already here when Europeans "discovered" America? Compare this to how many can name the man who is credited with this "discovery"? We need to update the narrative and these Social Studies Standards will help do that. I strongly encourage the members of the Rules Committee to endorse these updates; New Mexico has the opportunity to lead the way in a time when it's needed more than ever.

Thank you,

Susha Pratt

Monte del Sol Counselor/Consejera (Grades 7-9)

NBCT

505-982-5225 ext. 116

***I'm here Mondays, Tuesdays & Thursdays*

***Estoy aquí lunes, martes, y jueves*

[EXTERNAL] Revision of the Social Studies Curriculum

CORY CORY <cwilhite10@comcast.net>

Tue 10/26/2021 1:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am **opposed** to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as “inequity”, “racial injustice” and “ unequal power” to teach our children that they are instigators and victims of a flawed system.. this is cultural Marxism which divides rather than unites out country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. I have 5 Grandchildren in NM schools. This is a form of brainwashing!

This is a biased agenda which does NOT belong in our public schools.

Valerie Wilhite, Albuquerque, NM

[EXTERNAL] Re: 6.29.11 NMAC, Social Studies - PUBLIC COMMENT

Kim Mizell <kmizell@bsin.k12.nm.us>

Wed 10/27/2021 11:33 AM

To: Summers, Kevin <adsummke@aztecschools.com>

Cc: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Rounds, Stan <stan@nmcel.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you!

Dr. Kimberly Mizell, Ph.D.

Superintendent

Bloomfield Schools

kmizell@bsin.k12.nm.us

O. 505-632-4333

C. 505-215-0854

On Wed, Oct 27, 2021 at 8:48 AM Kevin Summers <adsummke@aztecschools.com> wrote:

Good morning, Secretary Steinhaus and Deputy Secretary Perea-Warniment,

Please find attached a summative report from the review of the proposed social studies standards pursuant to the repeal and replacement of 6.29.11 NMAC as completed by the Aztec Municipal School District.

The review was conducted by 20 grade level and content leaders within the District and utilized the NMPED's criteria for high quality standards as the primary tool for discussion. While members of the greater community were invited to participate, it should be noted that they were not in attendance for the review and discussion of the standards. I would ask that you give special consideration to the Plus, Deltas, and Additional Concerns sections for each grade level within the attached report.

Please add this attachment to the Public Comment for Proposed Rulemaking regarding 6.29.11 NMAC, Social Studies.

Thank you for your time and consideration.

Respectfully Submitted,

--

Kevin Summers

Superintendent

Aztec Municipal School District



Inspired, Safe, & Fulfilled



Instruction and Federal Programs

Social Studies Standards Report

October 26, 2021

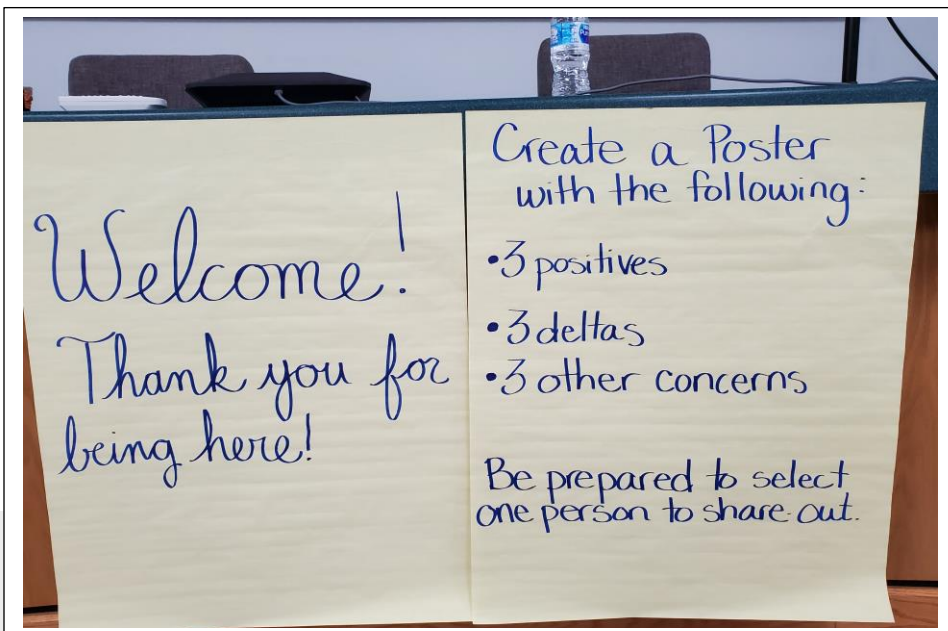
SOCIAL STUDIES STANDARDS REVIEW COMMITTEE

As NMPED works to finalize new Social Studies standards, Aztec Municipal Schools felt it was vital to gain feedback from our stakeholders regarding their thoughts on these new standards.

Grade level leaders and content team leaders were asked to complete a rubric during PLC meetings with their grade level/content teams. The rubric included NMPED's eight criteria and descriptions for High Quality Standards. Teams were asked to add their thoughts on each of the eight indicators. Teams were also asked to add additional thoughts including pluses, deltas, and other concerns with the standards.

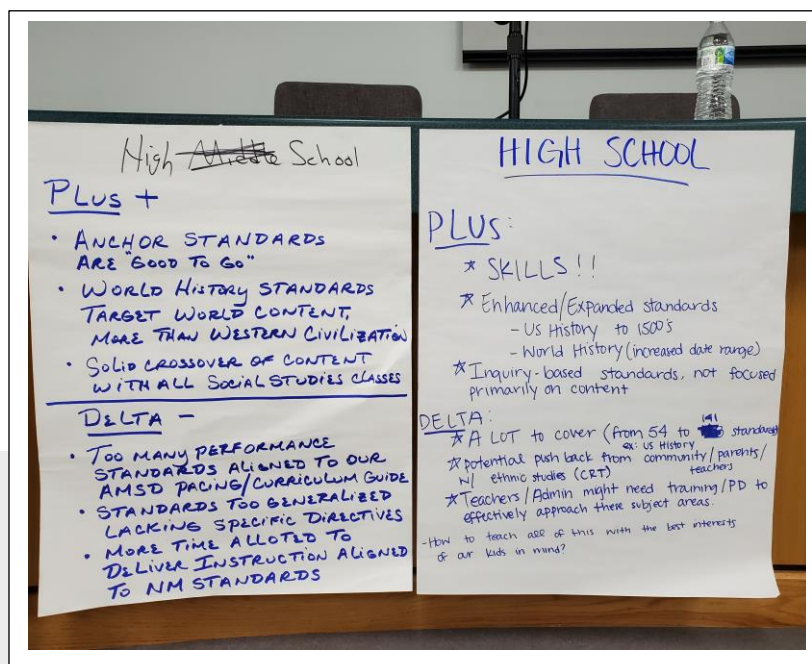
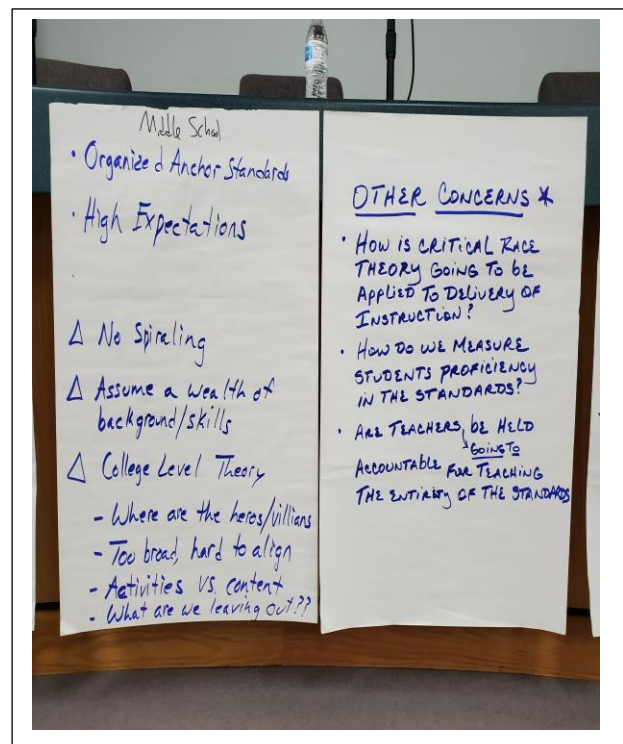
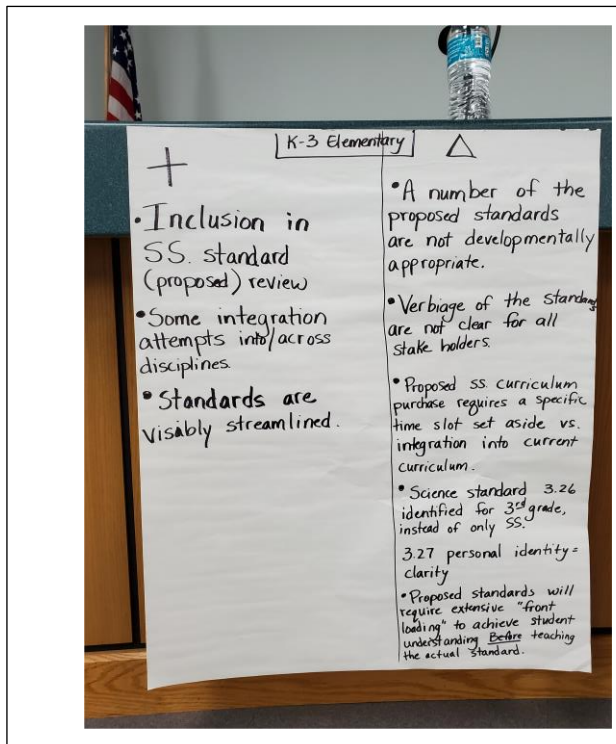
Grade level leaders and content teams were invited to the Board Room on Monday, October 18th to discuss within broader teams the feedback that was gathered within their PLC meetings. Teams were given the opportunity to have group discussions and then create posters to share their thoughts with the group. (Please note that parents/community members were invited and were not in attendance.)

Attached to this report you will find feedback from each grade level team and pictures of posters created in our AMSD feedback meeting.



INFORMATION SHARED OUT

The pictures below were shared out among the group in attendance on October 18, 2021. Additional comments can be found in pages 3 through 38 for specific grade levels.



Social Studies Standards Review Kindergarten

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED's criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>Kindergarten team at McCoy feel like most of the SS standards met all the criteria (Rigor, Focus, Specificity, Clarity/Accessibility, etc.).</p> <p>Inquiry is the only one we really questioned. Inquiry K1 K2 and K3.</p> <ul style="list-style-type: none"> ● K.1. Recognize a compelling question. ● K.2. Identify the relationship between compelling and supporting questions. Inquiry 25. Communicate and Critique Conclusions ● K.3. Construct responses to compelling questions using examples. <p>Not developmentally appropriate for this age group. Would need to be scaled back.</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>Theme 5 would need to be more focused and training may need to take place for staff to dive into Social Identity.</p>
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision ("grain size") are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be</p>	

	held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students' overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.	
Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.	Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.	Some of the standards past kindergarten don't have clear language for families to understand.
Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.	Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.	
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	The flow from each grade level has some gaps. A lot of frontloading would need to occur for 3rd grade.
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm	

literacy and fluency in a discipline	foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?
Teachers were able to brainstorm a lot of great idea to incorporate standards in the classroom
Deltas- What deltas did you notice when reviewing the standards?
Inquiry 22 & 25 Kindergarten spend an entire year on the difference between questions and comments. When they leave kindergarten many still have not grasped the concept.
Other Concerns- Do you have any other concerns you'd like to add?
Where would we find the time to teach a block of SS standards? Can materials be purchased that would allow SS to be cross curricular?

Social Studies Standards Review Grade 1

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED's criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<ul style="list-style-type: none"> • We feel that the rigor is too high for the level students are at especially after/ in the middle of a pandemic.
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<ul style="list-style-type: none"> • We like the NM focus on some themes. • We feel that the focus for First Grade should be Reading, Writing, and Math. We feel that we could interface Social Studies within these core subjects.
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that</p>	<ul style="list-style-type: none"> • Performing standards are very general. • Theme 3 is not appropriate for 1st Grade. Economics 6. Incentives and Choices Economics 8. Money and Markets • Inquiry: Vocabulary needs to be clarified for teachers.

	<p>maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students’ overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	<ul style="list-style-type: none"> • Inquiry 23. Gather and Evaluate Sources <ul style="list-style-type: none"> • 1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.--> Teachers need help with verbiage. What contents are primary and secondary source? What does this mean? • We like: Inquiry 26. Take Informed Action <ul style="list-style-type: none"> • 1.5. Take group or individual action to help address local, regional, and/or global problems. • 1.6. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. • We like: Civics 4. Roles and Responsibilities of a Civic Life <ul style="list-style-type: none"> • 1.7. Explain and provide examples of how people play important roles in society • Students not mature enough to take in the meaning of or understanding of this standard: History 14. Historical Change, Continuity, Context, and Reconciliation <ul style="list-style-type: none"> • 1.9. Compare life in New Mexico in the past to life in New Mexico today.
<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.</p>	<ul style="list-style-type: none"> • Standards are not clear and not appropriate for our grade level.
<p>Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.</p>	<p>Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes</p>	<ul style="list-style-type: none"> • They can not write yet. So they are not ready for this area.

	unique to specific discipline.	
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	<ul style="list-style-type: none"> We feel that these substandards are a way to advance for our grade level. We would love to really simplify what 1st Grade students are doing for special studies.
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	<ul style="list-style-type: none"> Student learning is scaffolded to understand the standard.
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	<ul style="list-style-type: none"> See above

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?
<ul style="list-style-type: none"> Some things can be integrated in our ELA and Math curriculum. We like the NM focus of some standards.
Deltas- What deltas did you notice when reviewing the standards?
<ul style="list-style-type: none"> Many of these standards are developed for higher level kids - 4th and up.
Other Concerns- Do you have any other concerns you'd like to add?
<ul style="list-style-type: none"> With students being so far behind due to COVID- Remote learning, hybrid, missed days due to quarantine... Wouldn't it be best for elementary to focus on ELA and Math and tie in Social Studies to our lessons. We have students who do not know their letters or numbers right now. So the thought of adding this is very overwhelming. Students in First Grade should be focusing on their own immediate world: maps, knowing where they live, where they live, what is a globe? Name of President, where does the President live, state capital, state flower, state fair, country we live in....

Social Studies Standards Review Grade 1

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED's criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>Yes, rigor can not be reached without the application of content knowledge and skills. These are often on-going. The standards are broad enough to allow on going instruction and teacher flexibility and creativity in lessons.</p> <p>Some maybe too broad and allow for the focus to be lost.</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>There are sometimes prior knowledge that must be reached as necessary prerequisites, these need to be noted in the standard, and standards need to be understandable and not so broad that the goal gets lost.</p>
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision ("grain size") are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the</p>	<p>Agree, some of the standards are difficult to find a consistent measurement as written.</p>

	likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students' overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.	
Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.	Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.	Agree! It may be beneficial to come up with "I can statements" to help students and teachers focus on key concepts.
Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.	Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.	Agree, but Some of these maybe too broad and allow for the focus to be lost. It is unclear exactly what tools and measurement need to be used to show competency.
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	Yes, but grade level standards need to address the multiple levels in a grade level classroom. We like the thematic breakdown of these standards.
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core	Yes, agree The standards have a nice followable scope and sequence.

essential to the attainment of literacy and fluency in a discipline	concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	Agree, with some simple modifications and narrowing of direction these standards would consistently structure the discipline of Social Studies.

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?
We are excited to see standards for social studies to help meet student needs. We liked the thematic breakdown and the scope of the standards.
Deltas- What deltas did you notice when reviewing the standards?
Some are too broad, ambiguous and they do not have easily identified measurement features. Not in kid friendly language.
Other Concerns- Do you have any other concerns you'd like to add? Will there be a curriculum or will teachers design their own. Will the district accept a combination to allow flexibility for classroom creativity

Social Studies Standards Review Grade 2

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED's criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level/Parent Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision ("grain size") are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students' overall understanding of the discipline. Also, standards that contain multiple</p>	

	expectations may be hard to translate into specific performances.	
Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.	Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.	
Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.	Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.	
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?

Having the opportunity to review and discuss the standards as a team; There are some integration attempts across disciplines; The standards are visibly streamlined.

Deltas- What deltas did you notice when reviewing the standards?
Rigor is not appropriate for this grade level; Verbiage of the standards are not clear for all stake holders; Requires a specific time slot set aside vs integration into current curriculum;
Other Concerns- Do you have any other concerns you'd like to add? What curriculum will be used to follow these standards; Will require extensive "front loading"

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED’s criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>Rigor is applied to lessons that encourage students to question their assumptions and think deeply. How much front loading of concepts should take place for this to happen? This requires instructing each student in a way that is relevant to him or her.</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>This should also meet the developmental levels of the learners.</p>
<p>Specificity: A standard</p>	<p>Specificity is when a</p>	<p>Some standards are overly broad or are open to</p>

<p>should be specific enough to convey the level of performance expected of students.</p>	<p>standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students’ overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	<p>interpretation: 3.13 which specific World events? 3.16 “who receives the goods that are produced in the world?” so broad and we are not sure third grades can ascertain the relevance of this concept.</p>
<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers,</p>	<p>3.27-”someone else feel bad” Who is this? Vague allows a clash of personal issues and objectivity. (3.6)</p>

	parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.	
Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.	Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.	
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	Theme 2 needs a lot of foundational/broken out strands to build an in depth Coherent structure
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	3.11 break into 2 standards 8 years old need a foundation of geographic information City..county...state...country...continents and so forth
Breadth: Standards as a whole should illustrate a	Breadth refers to a logically scaffolded	Essential content- 3.26 is a science concept

<p>logical and consistent structure that addresses the key content, concepts and skills of the discipline.</p>	<p>and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.</p>	
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Additional Thoughts

<p>Plus- What positives did you notice when reviewing the standards?</p>
<p>Streamlined from before, good that we are looking at the SS Standards and having input</p>
<p>Deltas- What deltas did you notice when reviewing the standards?</p>
<p>Developmentally inappropriate, must be careful about home beliefs and values conflicting with what we teach because we need to be sensitive to core beliefs.3.27 3.29</p>
<p>Other Concerns- Do you have any other concerns you'd like to add? Language is clear for all stakeholders specifically parents and students. Time, writing a standard to reflect all of the core criteria is difficult and can cause us to use language not accessible to all stakeholders-primarily our students.</p>
<p></p>

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

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Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>Yes, we feel that the standards are VERY Rigorous.</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>The 4th grade standards are very focused on NM past and present. At the current level of students the concern lies in their ability to read the grade level material with understanding.</p>
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly</p>	<p>The standard is specific enough to be able to teach however it is lacking in expected measure of performance to show mastery. There is a lot of previous knowledge needed/ required in regards to the standards.</p>

	<p>specific standards encourage a checklist approach to teaching and learning that undermines students' overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	
<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.</p>	<p>Lacking in specific criteria for what is considered a measure of success</p>
<p>Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.</p>	<p>Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.</p>	<p>Does not articulate what is required of students specifically</p>
<p>Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.</p>	<p>The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.</p>	<p>Does not build upon previous grade level standards in an logical sequence</p>
<p>Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline</p>	<p>Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced</p>	<p>It would be developmentally appropriate given that students have received prior SS instruction .</p>

	concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	Does not build upon previous grade level standards in an logical sequence

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?
That there are standards that we have not been allowed time to actually teach at the Elementary level.
Deltas- What deltas did you notice when reviewing the standards?
The “Themes” are not in a logical sequence from one grade level to the next. Very difficult to implement with the very large gaps in learning we are seeing in our current year. =
Other Concerns- Do you have any other concerns you’d like to add?
Time in the instructional day and materials to address these standards in a fun and engaging way.

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED’s criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level/Parent Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students’ overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	

<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.</p>	
<p>Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.</p>	<p>Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.</p>	
<p>Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.</p>	<p>The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.</p>	
<p>Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline</p>	<p>Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.</p>	
<p>Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.</p>	<p>Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.</p>	

Additional Thoughts

<p>Plus- What positives did you notice when reviewing the standards?</p>
<p> </p>
<p>Deltas- What deltas did you notice when reviewing the standards?</p>
<p> </p>

Other Concerns- Do you have any other concerns you'd like to add?

I took a quick look at these for 5th grade and they are almost overwhelming since most of the 5th grade teachers don't even teach social studies. I really feel so many of them are higher level standards than what 5th graders can understand; especially if we have to give them a grade
Theme 1: most of those standards are easy enough for the students to understand and they need to know how our government is set up.

Theme 2: 5.14, 5.15, 5.16, 5.17 would be good for 5th graders 5.18 would be harder for them to do.

Theme 3: Human rights and Economic Development Not sure this is necessary for 5th grade

Theme 4: Human Impact on Environment: Would be good for 5th graders

Theme 5: Identity of Multiple Spaces: this is a hot topic today since it talks about culture and identity groups. Think this is harder for students to understand because most of their beliefs are based on what their families believe and goes against their thoughts.

Inquiry: A lot of these standards are covered in Language Arts standards: citing evidence, supporting questions, construct responses to compelling questions, and identify sources.

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED’s criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>The standards need to be in more student friendly language if they are to understand what they are to be learning. In some cases the teachers have a hard time understanding exactly what is being asked of them.</p> <p>The rigor is good for a college level classroom but our kids are not at that level yet. If it’s taught beginning in 1st grade with rigor, by the time they get to 7th grade, this rigor will be fine, but it will be 7 years until they are there.</p> <p>The standards depict an assumption that the kids come to us with a wealth of background knowledge which, in reality, they do not have. In order for many of the standards to be successful students would have to have that background knowledge to perform at the level they are being asked to demonstrate.</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>There is no mention of specific people or events. For kids to really get into history and engage as if they are part of history and really comprehend not only what happened, but why, how, and its effect on the future, they need to have examples of historical figures and events so they can put themselves in the shoes of the participants, not just a generic era that has nothing they can connect with.</p>
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that</p>	

	<p>students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students' overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	
<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.</p>	
<p>Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.</p>	<p>Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.</p>	
<p>Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.</p>	<p>The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.</p>	
<p>Depth: Standards as a whole should illustrate robust, well-integrated understandings of</p>	<p>Sufficient 'depth' includes developmentally appropriate levels of investigation that</p>	

fundamental concepts essential to the attainment of literacy and fluency in a discipline	reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	These standards do not address many topics that are vital to showing how we got from one place in history to where we are now through the examination of historical facts.

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?
Anchor standards are extremely organized. No spiraling back, “do you remember we talked about this...” to get to this... They set high expectations.
Deltas- What deltas did you notice when reviewing the standards?
*Standards assume students come in with a wealth of background/skills. *College level theory *Where are the heroes / villains *Too broad, hard to align *Activities vs. content *What are we leaving out? - lots of important topics that show how we got from point A to point B in history. *Critical Race Theory included - Why is critical race theory being forced when it is so controversial and divisive? Idea: School board is elected to represent the people so a suggestion would be to put out a survey to the community or hold a sort of town hall meeting (not just in a letter or on facebook) asking the community how they feel about the implementation of CRT into the curriculum. This could be a good idea before requiring the district to implement it. We may lose a lot of students with CRT being taught. *We do not currently have the resources to teach all the information that is contained in the standards and have been told we will not get new resources that support these standards for several more years.
Other Concerns- Do you have any other concerns you’d like to add?

**Social Studies Standards Review
High School**

We are seeking your feedback pertaining to the Social Studies Standards so we can provide adequate information to our Board of Education prior to approval of these Standards.

The criteria and descriptions below come from the NMPED’s criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
<p>Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives</p>	<p>Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.</p>	<p>Rigor looks appropriate for high school...</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>Mention of choice here (see “plus” comments)</p>
<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students’ overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	
<p>Clarity/Accessibility: Standards</p>	<p>Clarity requires more than just plain</p>	

should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.	and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.	
Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and communicate within the specific discipline.	Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to read, write, communicate, and think critically using processes unique to specific discipline.	Looks good
Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.	The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.	Looks good
Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline	Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.	Noticed addition of specific topics not included previously.
Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.	Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.	

Additional Thoughts

Plus- What positives did you notice when reviewing the standards?

The inclusion of different cultures and perspectives of people in this country. Variety of different subject areas and possibilities for curriculum in the classroom. Range of opportunities for possible student choice in subject area (does this mean we can allow student choice in the classroom?)

Deltas- What deltas did you notice when reviewing the standards?
A LOT more standards. Is there an expectation to accomplish all these standards in the time period allotted for each individual student?
Other Concerns- Do you have any other concerns you'd like to add?
What is competency based on? Is it based on the content area performance standards? Or the inquiry performance standards?

Social Studies Standards Review High School

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The criteria and descriptions below come from the NMPED's criteria for High Quality Standards. Please allow time within your PLC to review the attached Social Studies Standards within your grade level/content team and provide us feedback using the template below:

Criteria	Description	Grade Level Thoughts
Rigor: A standard should help students understand knowledge and concepts that are complex, ambiguous, or contentious, and acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives	Rigor is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high growth jobs. If a standard is rigorous it includes high-level cognitive demands and asks students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations. High-level cognitive demand includes reasoning, justification, synthesis, analysis, and problem-solving.	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate</p> <p>Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p>

		<p>HS World History Anchor Standards Inquiry 22-26 Adequate 1-37 Performance Standards are repetitive.</p> <p>Ethnic, Cultural, and Identity Studies Anchor Standards Inquiry 22-26 Adequate ECI Standards 19-21 Adequate (Some performance standards may get pushback from some community members and some educators)</p>
<p>Focus: A standard should address what is most important for students to learn.</p>	<p>Focus is the establishment of priorities about the concepts and skills that should be acquired by graduation from high school. Choices should be based on the knowledge and skills essential for students to succeed in postsecondary education and the world of work.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate</p> <p>Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p> <p>HS World History Anchor Standards Inquiry 22-26 Adequate 1-37 Performance Standards are</p>

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<p>Specificity: A standard should be specific enough to convey the level of performance expected of students.</p>	<p>Specificity is when a standard is precise and provides sufficient detail to convey the level of performance expected without being overly prescriptive. Standards that maintain a relatively consistent level of precision (“grain size”) are easier to understand and use. Those that are overly broad or vague leave too much open to interpretation, increasing the likelihood that students will be held to different levels of performance, while highly specific standards encourage a checklist approach to teaching and learning that undermines students’ overall understanding of the discipline. Also, standards that contain multiple expectations may be hard to translate into specific performances.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p> <p>HS World History Anchor Standards Inquiry 22-26 Adequate 1-37 Performance Standards are repetitive.</p> <p>Ethnic, Cultural, and Identity Studies Anchor Standards Inquiry 22-26 Adequate ECI Standards 19-21 Adequate (Some performance standards may get pushback from some community members and some educators)</p>

<p>Clarity/Accessibility: Standards should be clear, measurable, observable, or verifiable in some way and in language that students and parents can understand.</p>	<p>Clarity requires more than just plain and jargon-free prose, which is free of errors. First, the standard should focus on student attainment that is observable and verifiable. It can be used to develop broader assessment frameworks. Second, the standard also must be communicated in language that can gain widespread acceptance not only by postsecondary faculty but also by employers, teachers, parents, school boards, legislators and others who have a stake in schooling. A straightforward, functional format facilitates user access.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate</p> <p>Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p> <p>HS World History Anchor Standards Inquiry 22-26 Adequate 1-37 Performance Standards are repetitive.</p> <p>Ethnic, Cultural, and Identity Studies Anchor Standards Inquiry 22-26 Adequate ECI Standards 19-21 Adequate (Some performance standards may get pushback from some community members and some educators) ECI Standards 19-21 Adequate (Some performance standards may get pushback from some community members and some educators)</p>
<p>Disciplinary Literacy: Standards as a whole should clearly articulate what is required of students to read, write and</p>	<p>Disciplinary Literacy is defined as the convergence of content knowledge, experiences, and skills demonstrated through the ability to</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4</p>

<p>communicate within the specific discipline.</p>	<p>read, write, communicate, and think critically using processes unique to specific discipline.</p>	<p>Adequate Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p> <p>HS World History Anchor Standards Inquiry 22-26 Adequate 1-37 Performance Standards are repetitive.</p> <p>Ethnic, Cultural, and Identity Studies Anchor Standards Inquiry 22-26 Adequate ECI Standards 19-21 Adequate (Some performance standards may get pushback from some community members and some educators)</p>
<p>Coherence: Standards as a whole should be organized in a unified structure/framework devoid of gaps in learning expectations.</p>	<p>The standards are categorized and broken out into supporting strands and should reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p>

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<p>Depth: Standards as a whole should illustrate robust, well-integrated understandings of fundamental concepts essential to the attainment of literacy and fluency in a discipline</p>	<p>Sufficient 'depth' includes developmentally appropriate levels of investigation that reinforce and revisit core concepts and that provide a firm foundation for students to learn and understand more advanced concepts and transfer their knowledge in other contexts while increasing in complexity, across the standards document.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate</p> <p>Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26</p>

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<p>Breadth: Standards as a whole should illustrate a logical and consistent structure that addresses the key content, concepts and skills of the discipline.</p>	<p>Breadth refers to a logically scaffolded and sequenced set of standards in which essential content is explored through a wide array of interrelated ideas, facts, and perspectives.</p>	<p>HS Civics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Civics 1-4 Adequate</p> <p>Economics Anchor Standards Inquiry 22-26 Adequate Anchor Standards Economics 5-9 Adequate (Too many performance standards in some areas)</p> <p>HS Geography Anchor Standards Inquiry 22-26 Adequate Anchor Standards Geography 10-13 Adequate (Too many performance standards in some areas)</p> <p>HS New Mexico History Anchor Standards Inquiry 22-26 Adequate Anchor Standards HS NM Adequate (Themes 1-8 May be difficult to cover in a semester long course)</p> <p>HS U.S. History Anchor Standards Inquiry 22-26 Adequate</p>

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Additional Thoughts

<p>Plus- What positives did you notice when reviewing the standards?</p>
<p>World History Anchor Standards are good. New Mexico History Anchor Standards are solid. Civics Anchor Standards are good Geography Anchor Standards are good ECI Inquiry Anchor Standards are good</p>
<p>Deltas- What deltas did you notice when reviewing the standards?</p>
<p>World History Performance Standards are repetitive and have some inequities in them.</p> <p>US history increased to 141 standards from 54. With only 180 days for the course, less interims, reviews and CFA's and less picture day, college career days this will leave 20 days for RTI or 2 day review of one standard. You only have time to talk about each standard for 1 day. Summarizing the forty years of the cold war in one lesson doesn't allow for an adequate education of the major events in the development of the United States.</p> <p>9-12.US.135. Create an action plan as "a student I can objective." What does this look like? 9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability. Under the several Acts that these qualifiers are protected, should there be examination by students of the effects of their representation in the US Government. Suggested switching Analyze instead of Evaluate for this standard.</p> <p>New Mexico Performance Standards tend to cross over in various units of learning and instruction. With this being said; 9-12.NMH 49. Compare organizations engaged in Civil Rights work - What does this look like and what is the most professional and appropriate method to deliver this specific instruction? 9-12.NMH 50. Demonstrates interpretation of critical changes in New Mexico's segregation laws. What are those specific critical changes, and what does this look like?</p> <p>Economics: Way too many performance standards for a semester long course; combine or narrow them down.</p> <p>ECI Anchor Standards 19-21 may offer language in the performance standards that some community</p>

members may feel is agenda driven through the use of “trigger words” or “trigger phrases” based on their own beliefs and Identities. Maybe some specific examples of curriculum for each performance standard would be appropriate to add. While they are important topics to teach and discuss, they are very difficult topics to demand from educators as part of a policy.

Other Concerns- Do you have any other concerns you'd like to add?

[EXTERNAL] Proposed Social Studies Standards

Carol Johnson <cortejo38@gmail.com>

Wed 10/27/2021 6:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lou Levin <loulevin@yahoo.com>; Simesha McEachern <simesha2020@gmail.com>; Joseph Cotton <hobbsnaacp@gmail.com>

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As the mother of a New Mexico Public Schools graduate, grandmother of current students and mother-in-law of a teacher and supporter and advocate for public education, I support the New Mexico Public Education Department's Proposed Social Studies Standards. I have reviewed the Standards. They are well overdue. They provide age/grade appropriate, comprehensive, up-to-date, fact-based, culturally inclusive, realistic coverage of social studies over time and disciplines. Critical thinking and respect are emphasize throughout. Historical truth is not always pretty but the ugliness cannot be ignored or it will be continued or repeated. Students are encouraged to look at the influences which were involved in getting the them, their families, community, state, country and world to where it is today without "making other people feel bad" and "demonstrate respect for the feeings of people who are similar and different". Our children are our future. They must be prepared for citizenship in a diverse global environment. The proposed Standards will prepare them to be active participants in their future and society. To support students, teachers, parents and the community also need to be provided education on the Standards so that they have an understanding of historical truth and inclusion which may not be a part of our education and life experience.

[EXTERNAL] New Mexico Social Studies Standards

Gary and Linda Jones <gljones@pvtnetworks.net>

Thu 10/28/2021 8:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

Social Studies Benchmarks & Standards.docx;

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To: Mr. John Sena

From: Gary Jones

Re: Social Studies input

October 26, 2021

To: John Sena

From: Gary and Linda Jones

As retired teachers with grandchildren in elementary and secondary schools here in New Mexico, we have some concerns regarding New Mexico Social Studies Standards which have been proposed. We do not support Critical Race Theory being taught in our schools since it does not teach accurate history and seems to create negative conflicts between groups. After reading the standards and benchmarks it seems Critical Race Theory and other issues are "hidden" in the standards and their wordings (LGBTQIA+, gender and sexuality norms/roles, Harlem Renaissance, reparations, and numerous cultural diversity standards are a few examples). Many of these issues create more division among people, then help bring people together. The standards and benchmarks are very eloquently written but difficult to understand for many people, including some teachers who have stated they are unsure as to their meaning.

The economic and industries standards in the New Mexico History curriculum never even mentions our state's mining, oil and gas industries of New Mexico which are the largest contributors to our state's budget. The geography standards for high school seemed to skim over lessons about maps, but mentions constitutional bilingualism, artists, and cultural politics.

As a former social studies teacher and department head, teaching all these "extras" (ethnic, cultural, and identity studies plus inquiry) take away from the teaching of actual social studies curriculum (civics, economics, geography and history). We need to get back to the fundamentals of teaching and focus on teaching respect for all people.

Sincerely,

Gary & Linda Jones

1809 W. Currier Ave.

Artesia, NM 88210

[EXTERNAL] Public Comment on Social Studies

Lisa Anderson <lisa.anderson.1@hotmail.com>

Thu 10/28/2021 11:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am providing some feedback on the proposed curriculum:

Overall I believe there is too much emphasis on NM history. The curriculum makes assumptions that these students are from NM and will stay in NM. They need to learn important things than state history.

I believe there is too much focus on cultural and family culture and identity. This can be taught by parents and other member's of the family community. It is inappropriate for the school to bring this up. This could also make many children uncomfortable. What if they feel they don't have a culture or cultural identity. Or that certain cultures and identities, particularly those of NM, are more celebrated over others?

anchor Standard The student demonstrates an understanding of: Performance Standard: Therefore, the student is able to: Economics 6. Incentives and Choices ● 1.14. Examine choices that families make due to scarcity, and identify costs associated with these choices

1st Grade: Focus on scarcity: this is inappropriate for 1st grade. It will overwhelm them and make them worry too much

5th Grade: Inequality

Describe how inequity in the United States laid the foundation for conflict that continues today: Inappropriate. Makes assumptions that inequality continues today. Is too open to bias from teachers.

6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions

This assumes there are negative perceptions. Children should just be taught to accept everyone regardless of the cultural identity

7.11. Examine the relationship between stereotypes, bias, and group identity. ● 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally.

This is inappropriate and should not be taught in school. It should be left to the family to discuss this and I firmly disagree with this being a part of the curriculum.

Thank you,
Lisa Anderson

[EXTERNAL] New social studies curriculum

Karisa Mullen <karicia55@hotmail.com>

Thu 10/28/2021 1:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The new social studies curriculum you are integrating is critical race theory. CRT teaches children that the most important aspect of themselves is their race. It also teaches them to judge others based on race and by the acts of people long ago dead.

Education in New Mexico will deteriorate even further as depression enters the hearts of students made to feel separated as victims or oppressors. It is child abuse and these actions will have heartbreaking effects. I have read it and though it starts out slowly, it builds as the years go on.

This curriculum is dishonest, biased, and harmful to children. Please walk back this curriculum and abandon it. It is possible to acknowledge the sad true facts of history while also acknowledging the greatness and uniqueness of our country and her people. We are one nation under God.

Sincerely,
Karisa Mullen

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[EXTERNAL] Comments submitted to PED

Michael Potts <michaelspotts1951@gmail.com>

Thu 10/28/2021 4:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. John Sena,

Mr. Sena, I hope you do not mind but I would like to inquire as to whether or not you received the comments I submitted on the PED's Social Studies Curriculum. If you have not received them I will forward them to you again so you might have the comments I took great pains to provide you.

Thank you,

Michael S. Potts
Las Cruces, New Mexico

[EXTERNAL] CRT

Dee Ann Adams <adamsdeeann@yahoo.com>

Thu 10/28/2021 7:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I don't think crt or anything like it should be taught in are schools. It's creates more divide among all races.

Sent from my iPhone

[EXTERNAL] Disagree

Vanessa Martinez <nessawa24@gmail.com>

Thu 10/28/2021 7:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The public school's would be wise not to change social studies to fit the leftists bs Narrative they want to force on our children. You may not like the history of our nation but it is there not to be repeated. This is America, the land of the free, one nation under God and you will not take our rights as parents or our childrens rights by trying to rewrite history or appose some fales bs that black children are victims and white children have white privilege. Parents will fight back and if we must will remove our children from public schools to be home schooled and it is our constitutional right to do so!!!

[EXTERNAL] Re: Proposed Social Studies Standards - Resending with Contact Information

Carol Johnson <cortejo38@gmail.com>

Thu 10/28/2021 10:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lou Levin <loulevin@yahoo.com>; Simesha McEachern <simesha2020@gmail.com>; Joseph Cotton <hobbsnaacp@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

On Wed, Oct 27, 2021, 6:16 PM Carol Johnson <cortejo38@gmail.com> wrote:

As the mother of a New Mexico Public Schools graduate, grandmother of current students and mother-in-law of a teacher and supporter and advocate for public education, I support the New Mexico Public Education Department's Proposed Social Studies Standards. I have reviewed the Standards. They are well overdue. They provide age/grade appropriate, comprehensive, up-to-date, fact-based, culturally inclusive, realistic coverage of social studies over time and disciplines. Critical thinking and respect are emphasize throughout. Historical truth is not always pretty but the ugliness cannot be ignored or it will be continued or repeated. Students are encouraged to look at the influences which were involved in getting the them, their families, community, state, country and world to where it is today without "making other people feel bad" and "demonstrate respect for the feeings of people who are similar and different". Our children are our future. They must be prepared for citizenship in a diverse global environment. The proposed Standards will prepare them to be active participants in their future and society. To support students, teachers, parents and the community also need to be provided education on the Standards so that they have an understanding of historical truth and inclusion which may not be a part of our education and life experience.

Carol I Johnson
6 Arroyo Canyon Drive, Unit B
Santa Fe, NM 87508
(505) 470-7537

[EXTERNAL] No to the proposed social studies curriculum changes.

J. Atencio <jsa.atencio@gmail.com>

Thu 10/28/2021 10:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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New Mexico is among the last in ranking of quality of education in the nation! We should be focused on teaching our kids reading, writing, and arithmetic.

Social justice has little to no value when our children go on to building a career path! The school system has gotten way off track and we need to correct course!

I say no to the proposed Social studies changes. I say no to the radical Social justice stance to be forced upon the school children. I teach my children my family values at home. It is up to parents to instill the values of being a good human being at home.

Please focus on providing New Mexico's children with a better education. Not on becoming social justice warriors that are unable to aquire quality careers because of a subpar education.

Jeremie S. Atencio

[EXTERNAL] Cut curriculum

david armijo <david.son13790187@gmail.com>

Fri 10/29/2021 9:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have a new mexico 1st grade student currently. I am a Hispanic and my student is white, as in not my blood relative. I do not wish for her to be taught the racist ideals of crt. I am not a victim, and she is not superior based on the color of our skin. America is still that shining beacon of freedom and possibility. I will teach her that racism is a part of our shared story. But is not the definition of america. As Americans we are free to pursue happiness and we have more in common with all races than we have differences. CRT must not be allowed in especially a diverse state like my beloved new mexico.

Thank you

David

[EXTERNAL] NMPED Social Studies Proposal

Veronica Gunter <ronniesueg316@gmail.com>

Fri 10/29/2021 10:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear NM PED,

I am a mom of 2 precious children and I have many concerns regarding the new social studies proposal. Most importantly, I believe this is an alternative to calling it what it is, Critical Race Theory. I find it shameful that we as a society would put these racist ideas and ideologies in the heads of our own children. I believe we should celebrate all ethnicities and cultures, but should never teach that ones skin color defines who a person is. This type of teaching will only divide our country even further. We as a society need to say enough is enough and the government needs to step aside. It is solely the responsibility of parents and guardians to teach our children to be kind and compassionate regardless of race, ethnicity or culture.

I want to know how these new ideas will be taught to our children. I, as a parent, want to know exactly what information will be taught. This proposal starts as early as kindergarten to identify what group our children belong to and this continues all the way through high school. What examples throughout our history will our children be learning? I do not want my children, nor anyone's else's children, being taught that their skin color comes with advantages or disadvantages.

These are a few of the topics that are of concern:

Page 61, 7.94...identity can be modified by personal choice or external forces. What is this? We are born the way God made us, and that is, wonderfully made.

Page 46, 6th grade, 6.22

Page 62, 7th grade, 7.103

Page 65, 8th grade, 8.19-8.23

Page 73, 8th grade, 8.80-8.82

Pages 119 and 122, high school history

I know our history has an ugly truth at times, but that's what it is...history. I believe we should still teach it and recognize it, but also teach our children to be good citizens and pillars of the community.

I want to know how these topics will be handled, will it be one sided as it is now portrayed by the media or will it indeed be factual? Has the PED given any instruction on how this is to be taught and will parents have a voice? Please give us an extension to July 2022, this will ensure that every parent will have ample time to look into this and be better informed.

Train a child in the way he should go, and when he is old he will not depart from it. Proverbs 22:6

Thank you for your time,

Veronica Gunter

[EXTERNAL] Changes to Social Studies curriculum

Andrea Camp <andreadcamp7@gmail.com>

Fri 10/29/2021 11:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Bloomfield schools

I couldn't help but notice several changes to the social studies curriculum reads more like the Democrat platform than teaching the skills students need to compete in the world after school. Our educators should focus on education not social engineering. Keep your hands off of our children. CRT and gender studies have no place in these age groups. A quick Google search shows NM is scrapping the bottom of the barrel in education, we are substandard in most areas around the country. Bloomfield School district is ranked within the **bottom 50%** of all 122 schools in New Mexico. 2/10 in testing scores. New Mexico is failing our children.

It would be wise to fix this first before you implement undermining parental authority. Stay in your lane as educators because quite frankly if you couldn't bring those standards up educationally I shudder at the thought of Bloomfield schools promoting CRT and identity

politics. What could possibly go wrong and I'm not confident they can without personal bias. I'm Hispanic and I oppose these divisive indoctrination tactics. It is your job to teach history, teach children how to think critically not what to think. I was horrified during lockdowns and the whole of 2020 school year what some teachers were doing. Putting their political views in front of the children as the only truth. This should not ever happen or tolerated. Many learned around the country what was going on. How long has this been going on...? Far too long I'm sure.

Andrea Vargas Camp

[EXTERNAL] Proposed Social Studies curriculum

Lucas Tieme <lucastieme@gmail.com>

Fri 10/29/2021 11:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern.

I strongly disagree with a large part of the updates to our state social studies curriculum. While it may be necessary to update the curriculum this is NOT the sort of information I will allow for my 5 children currently enrolled in New Mexico schools. The topics of equity and reconciliation are divisive and subversive. I am all for uplifting and including all walks of life in our learning, however framing it this way is wrong. This not "a more accurate and inclusive view of our history". It is victimization of some groups while condemning others. It is self flagellation by some and aggrandization of others. It is divisive and destructive to our culture as AMERICANS! I whole heartedly deny accusations of systemic racism in America and injustice toward specific groups. Struggle and adversity have never been limited to one specific race or ethnicity. Neither has privilege. Teaching otherwise is a distortion of reality and will not be tolerated in my schools.

Instead of making curriculum highlighting our differences and dividing our children by skin color and social status we should be teaching our children that because of our differences we are all Americans and have to stand together. Teaching them to respect each other NO MATTER the differences. America simply cannot, by definition, be racist because America does not have a race. We are ALL Americans and teaching our children to view their fellow AMERICANS though a racially tinted lens is shameful. Acknowledge race amongst each other, respect each other's differences but DO NOT ALLOW THOSE DIFFERENCE TO DEFINE WHO WE ARE AS A COUNTRY.

Please do not update our curriculum to reflect this divisive view of one other. If this is accepted I will be taking my 5 students out of New Mexico public schools altogether. We will either homeschool or move to a different state. This will be more than simply a loss of students and thereby funding for NM schools, it will be a loss NM schools do not want. My children are well behaved and are all EXCELLENT students who, by simply showing up to class, improve the ranking data reflected by their respective schools.

I will take them, and my tax dollars elsewhere.

Sincerely and resolutely,
Lucas J. Tieme

[EXTERNAL] Proposed K-12 Social Studies Curriculum

CLIFFORD RENSCHLER <c_renschler@msn.com>

Fri 10/29/2021 12:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: stefani.lord@nmlegis.gov <stefani.lord@nmlegis.gov>; gregg.schmedes@nmlegis.gov <gregg.schmedes@nmlegis.gov>

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Having just reviewed the proposed K-12 Social Studies Curriculum, I wish to express my strong opposition to these standards as written. The proposed curriculum is littered with references to differences between ethnic and racial groups and how those differences lead to "systemic inequity." Kids exposed to this curriculum would be taught that, depending on their family background, they are either oppressors or oppressed. This turns on its head Dr. King's admonition that we should judge each other by the content of our characters and not the color of our skin. In fact, given Webster's definition of racism as "a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race", these standards seem to me to be themselves racist.

America has its faults, and those shortcomings should not be ignored. But by any objective measure, America has done more to promote equality of opportunity than any other nation in the history of the world. Curricula such as this one, even if somehow well-intentioned, are divisive and threaten to rip the fabric of society and reverse the progress enabled by Dr. King and so many others who have sacrificed to bring us ever closer to the goal, more closely realized in America than anywhere else, of "liberty and justice for all."

This curriculum is not worthy of the children of New Mexico.

Dr. Clifford Renschler
Tijeras

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Veronica Toledo <mailagent@thesoftedge.com>

Fri 10/29/2021 12:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Veronica Toledo
1475 Rodeo Rd, Unit 260
SANTA FE, NM 87505

[EXTERNAL] NM standards

Jennifer Smith <jennifer.smith@aps.edu>

Fri 10/29/2021 12:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hi,

I had a chance to review the new MS standards for Social Studies. I am very much in support of these changes.

Kind regards,

Jennifer Smith

6th Grade Science

Kennedy MS

721 Tomasita Blvd NE

Albuquerque, NM 87123

(505) 298-6710 Ext - 23906

[EXTERNAL] Social Studies Stanards

Ray Haltli <eatnski@gmail.com>

Fri 10/29/2021 5:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

Overall, I believe these new standards are fine. I say this as a former educator and as someone who is concerned about the politicization of public school curriculums. Upon further study and thought, I'd like to recommend some language changes. These changes would lead to a greater objectivity in the subjects of study below, as well as keeping teachers and students from being straightjacketed in their opinions of what are, in reality, very subjective topics. The proposed changes have been bolded for your convenience.

Current language: Pg. 31: performance standard 3.29: 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Proposed change: Identify the actions of people and groups **throughout history who have professed to work** to bring more justice and fairness to the world.

Current language: Pg. 122: Performance standard 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

Proposed change: Assess how social policies and economic forces **may** offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

Current language: Pg. 122: Performance standard 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

Proposed change: Investigate how identity groups and society **have professed to** address **possible** systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

I believe that these specific topics can produce lively discussions and stimulate research. However, if they are couched in such absolute terms, this thinking may not happen. Additionally, students who may have been willing to grapple intellectually with these topics may be rendered defensive and unteachable through the absolutism currently found in these standards. The subjectivity of these topics must be taken into account in order for real thinking and learning to take place.

Respectfully,

Jennifer Haltli

[EXTERNAL] Do not pass PED Revised Social Studies Curriculum

sgamble@bajabb.com <sgamble@bajabb.com>

Fri 10/29/2021 7:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** Griggs, Ron <ron.griggs@nmlegis.gov>; Representative Brown, Cathrynn <c.brown.nm55@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not allow the proposed Public Education Department's K-12 revised social study curriculum program to become what our children are exposed to and taught.

Sincerely,

Steve and Melody Gamble

Carlsbad, NM

After a careful examination of New Mexico's proposed social studies curriculum there are numerous components of that curriculum which disturbingly reflect Critical Race Theory (CRT). Large numbers of Americans of all political leanings oppose CRT and its divisive approach to history. Therefore this proposed curriculum needs to be significantly revised or completely abandoned.

CRT is not America's actual history. Rather, it is a worldview, unsupportable by the evidence, in which all of America's key institutions are inextricably rooted in white supremacy. It is an activist agenda demanding the destruction of those institutions.

CRT holds that racism is embedded deeply in American life, unconsciously into white American psyches, and that it is impossible for white Americans to understand their own racism or that of the system, let alone to remove it. The only solution: tearing away the only systems that have ever provided widespread liberty and prosperity. As CRT founder Derrick Bell wrote, "The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded."

In Ethics, Cultural and Identity Studies there is a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity."

This is classic CRT theology. 6.29.11.23(A)(1)(d)

Throughout the entire social studies curriculum for K-8 grades, there is a continue focus on the differences, rather than the similarities, among various groups of people. This, too, is classic CRT as the purpose is to divide people among various minority groups, which can quickly lead to victimhood.

There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices", although those terms are open to many interpretations. These

phrases are also classic CRT as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

Within High School U.S. History, a requirement that students "evaluate what an efficient, equitable, and just economic system would look like in the U.S." This is again classic CRT as it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. This is another CRT theology component in that America is automatically unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. No positives regarding gun usage by women or minority groups are put forth. 6.29.11.21(A)(1)(gg)

In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. Another classic example of CRT as it stresses racial disparity in terms of inequality. 6.29.11.13(A)(3)(b)

Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. How about pairing this with a discussion of Communism and the negative impact it has had in Cuba and other Latin American nations. 6.29.11.21(A)(1)(x)

In the 7thGrade, students must compare the patterns of exploration, destruction and occupation of the Americas by the Spaniards. 6.29.11.15(D)(3)(g)

Within High School U.S. History, students must explore the movement against police brutality. 6.29.11.21(A)(3)(mm)

The novelist William Faulkner wrote, "The past is never dead. It's not even past." It is true that any social studies curriculum will have its flaws and oversights. History and social studies are inherently controversial subjects. But, selectively "studying" our collective history and requiring it to be taught in a highly politicized and divisive way is wrong and it has no place in our public schools.

All I ask is that New Mexico's schools do their best to objectively teach America's real history. Slavery and conquest are certainly part of that, but so is America as a beacon of freedom for people from around the world. The flaws of our Founding Fathers are worth discussing, but so are the miracles of the Constitution, Declaration, and the eventual fulfillment of the "promissory note" for ALL Americans inherent in those documents.

Millions of people around the world have and would still like to come to America because it is a unique nation founded on the idea of liberty, not

slavery as the CRT theorists would insist. New Mexico's social studies curriculum should at least allocate as much time and study to those things that make America a beacon of hope and freedom as those warts which hold us back from building a more perfect union.

[EXTERNAL] Social Studies Curriculum Feedback

gacha lover 1243 <aflynnmeier@gmail.com>

Fri 10/29/2021 8:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am writing regarding the new social studies curriculum that is being proposed. I want to express my disagreement. Reading over the curriculum it is focused on negativity. There is a focus on dividing the children into their identity groups. This separates children and puts an emphasis on their differences. As history has taught us, separating people into groups only leads to superior attitudes. As adults, we should be bringing them together and allow children their individuality.

The draft reports that the new curriculum develops critical thinking, however, this cannot be accomplished with this draft. The main focus throughout K-12 is America is oppressive, unjust, and inequitable. How are children supposed to think critically when they are only presented with one version of the United States? You cannot critically think when you are only presented with just the negative side of history. The social studies program should instill pride in one's country not shame. This defines America only by our mistakes and does not address all the times Americans strived to be better or the heroes, which are of all races and genders, created.

There is also an obvious political agenda/bias attached to this update. This is evident in having the children healing and mending relationships, creating allies, and basically the entire high school program. This thinking is the children have already offended and need to make amends, however, this is never accomplished. When addressing the conservative movement the focus is on impacts of diverse groups, police brutality, and hate crimes against LGBTQIA+. In addition, when addressing Christianity it brings gender roles into play. Yet, gender roles are not explored in any other religion the children are taught. I highly doubt gender roles will be accurately portrayed as it will be a perverse misunderstanding since this is the only religion with this discussion. Then, there is the teaching of gun violence which is clearly an attack on the 2nd amendment as statistics presented are usually skewed. There is no counter to such as the rise of gun ownership in minorities and women, countries who demanded citizens give up their guns and the adverse effects of relinquishing their weapons. There is also a clear push Capitalism is bad and America would be better with another economy type. However, it does not seem these other societies' negative aspects are taught such as the death of millions or that it does not create a more equitable society, but instead elites and poverty ridden. Capitalism has been shown to be equal. Immigrants can come here with \$4 in their pocket and rise up. Other countries you are stuck in your station. Regarding COVID-19, are you going to teach that some of their friends are no longer here due to the bad policy of lockdowns? The school failed, continues to fail them, and did not follow the science to get kids back in schools? To get kids back to their normal because this is not a virus that kills kids. They have a better chance of being struck by lightning, however, they are susceptible, and increasing numbers in off season, to upper respiratories due to mask wearing. Our most elderly population was delivered to death on a silver platter due to policies of allowing COVID-19 positive into the elderly homes? I am not saying COVID-19 is not awful, but it was definitely made worse by following political science and New Mexico faired far worse than other states when looking at all data points due to our governor's failures.

I do not understand why facts of historical events cannot be taught in a neutral way, other than you want a clear bias pushed on our children. Of course, the bad needs to be taught. Children need to know it is not always sunshine and rainbows. However, out of people's bad choices/policies rise others throughout our history willing to stand up and give their lives in order to make America a more equal and free society. A society that millions want to come to each year. A society that is one of the most accepting in the world. A country where you can immigrate and be considered an American. There is pushback all over the country, from all races, on this type of teaching; why would you present this as a solution to upgrading the program? Also, our state is last in education and literacy, would it not be more productive in raising these rates? I will not have my children learn this skewed version of events that is only spurred by the spirit of the age that cares more about feelings than facts.

Thank you,
Amanda Meyer

[EXTERNAL] Public Comment: Rule 6.29.11 NMAC, Social Studies

agarciacanty@aol.com <agarciacanty@aol.com>

Sat 10/30/2021 8:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I, strongly, disagree with the proposed changes in Rule 6.29.11 NMAC, Social Studies. The proposed changes are devise, not uniting. History is history! Yes, it's important to teach our children NM history, and especially US history to UNITE us as a Country, not divide us as a people.

During the October 19, 2021 Las Cruces Public School Board meeting, Dr. Warniment stated,

"There is a lot that has happened and granted we teach differently **not just based on facts and we were actually trying to shift away from merely fact based teaching** because that's what we actually have Just In Time Knowledge for." Video Time: 1:53:08.

Here is a good example of how they want to shift away from Fact Based Teaching:

Current and Proposed Social Studies Curriculum as it relates to two areas of interest: the United States Constitution and the Bill of Rights at the High School Level.

Current Curriculum: 9 - 12 Grade, Strand 3) Civics and Government 1e

"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;"

A parent can read this curriculum, and know their child is learning about their rights, freedoms and protections.

Proposed Curriculum:

Anchor Standards and Performance Standards for High School Civics

A. **Civics 1(c)** " evaluating efforts to adapt and redesign the United States constitution and political institutions over time;"

There is no reference to the Bill of Rights in the High School Curriculum.

Dr. Warniment addressed this concern stating, " Its critical that knowledge can be built in elementary. Specifically at fifth grade, students will evaluate how the Bill of Rights shapes the rights of U.S. citizens. In Eighth grade...to critically read the Bill of Rights and supporting text to determine the narratives that were excluded from the original document....

As our children are embarking on adulthood in high school they should be learning the detailed facts of their constitutional rights, freedoms and protections.

I, strongly, disagree with the proposed changes in Rule 6.29.11 NMAC, Social Studies. The proposed changes are devise, not uniting.

Dr. Ann Garcia, Ph.D
 agarciacanty@aol.com
 575 805-5504
 Las Cruces, NM 88005

[EXTERNAL] CRT

Robert Young <youngnc@hotmail.com>

Sat 10/30/2021 9:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I oppose CRT and its divisive approach to history. Therefore this proposed curriculum needs to be significantly revised or completely abandoned.

CRT is not America's actual history. Rather, it is a worldview, unsupportable by the evidence, in which all of America's key institutions are inextricably rooted in white supremacy. It is an activist agenda demanding the destruction of those institutions.

CRT holds that racism is deeply embedded in American life, unconsciously into white American psyches. According to the theory, it is impossible for white Americans to understand their own racism or that of the system, let alone to remove it. The only solution: tearing away the only systems that have ever provided widespread liberty and prosperity. As CRT founder Derrick Bell wrote, "The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded."

Robert Young
youngnc@hotmail.com

[EXTERNAL] CRT

chris schoppe <ccschoppe@yahoo.com>

Sat 10/30/2021 2:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Millions of people around the world have and would still like to come to America because it is a unique nation founded on the idea of liberty, not slavery as the CRT theorists would insist. New Mexico's social studies curriculum should at least allocate as much time and study to those things that make America a beacon of hope and freedom as those warts which hold us back from building a more perfect union. Anyone endorsing this type of curriculum is a racist .

Sent from [Mail](#) for WindowsVirus-free. www.avg.com

[EXTERNAL] Guidelines for Teaching History & Social Studies

Jean Gilbert <jgilbert@zianet.com>

Sat 10/30/2021 4:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Please be sure there is sufficient emphasis on the role racism has played in American history and social studies during the process of establishing guidelines while revamping and developing this K-12 curriculum. It is of utmost importance that the information presented is honest, fact-based, and respectful of multicultural diversity and reflects the true experiences of people and also of the contributions they've made. I am concerned about attempts to whitewash or minimize the bad and ugly parts under the guise of "alternative" curriculum as has happened in other parts of the country.

Thank you for your consideration,

Jean Gilbert- Las Cruces, NM

[EXTERNAL]

Blah blah Bingo <bengamble0928@gmail.com>

Sat 10/30/2021 10:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please, as a law abiding citizen, tax payer, and lover of our Great United States of America, do not enact this curriculum for our childrens education!

[EXTERNAL] New social study program

Orlene Oylear <orleneoylear39@icloud.com>

Sun 10/31/2021 12:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Do not change the current program . One size does not fit all! Thank you
Sent from my iPhone

[EXTERNAL] Do not change the current social studies program one size does not fit all

Orlene Oylear <orleneoylear39@icloud.com>

Sun 10/31/2021 1:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sent from my iPhone

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jamie Gonzales <mailagent@thesoftedge.com>

Sun 10/31/2021 7:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Dear NMPED Leadership,

I am writing to commend you on the proposed improvements to the NM social studies standards. Identity and a true understanding of our nation's history is vitally important for our country to move forward. Additionally, I urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

In today's complex world, we know that a basic understanding of economic and financial concepts play a key role in economic stability and one's opportunity to grow personal wealth. Both my parents were in banking so I was able to gain valuable knowledge at an early age, and we know that not every student has access to these concepts at home. And, yet, we know every student will face multiple situations early in life where they will make financial decisions that will impact their future.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Jamie Gonzales

Sincerely,

Jamie Gonzales
2823 Dorothy St NE

Albuquerque , NM 87112

[EXTERNAL] Social Studies Standards

Nancy Traylor <nmgal47@gmail.com>

Sun 10/31/2021 11:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Ms. Nancy Traylor
PO Box 6555
Albuquerque, NM 87197

nmgal47@aol.com

October 31, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena,

I am writing in support of the proposed change to the state's Social Studies standards. As a retired public school counselor who has worked at all grade levels K-12, I appreciate the critical importance of this subject matter-and I am aware of its unfortunate de-emphasis in the current testing environment.

It is my understanding that the new standards have been developed by a team of educators from districts and charters throughout the state and include feedback from parent and student focus groups as well as tribal leaders. In drafting these standards, an array of resources including the standards of multiple states were reviewed. The result is a set of six content areas with grade-appropriate material to build on each successive year. The inclusion of a media literacy approach, which helps students learn to evaluate the credibility of information and develop their own critical faculties, is foundational. In our state, with its diverse peoples and a history formed by many cultures, the broad perspective and positive tone of these standards is transformational.

As a counselor, I constantly strove to help students learn respect for differences, to mediate conflicts, to develop self esteem grounded in capability. These standards are directions toward those aims. I hope they are adopted and implemented.

Sincerely,

Nancy Traylor

[EXTERNAL] John Sena --

Michael Campbell <camp.pecos@gmail.com>

Mon 11/1/2021 10:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Could you please confirm how I might be added to the list of commentors on the proposed new Social Studies Standards. Thanks.

Michael Campbell

505-819-1698

camp.pecos@gmail.com

[EXTERNAL] Social Studies Re-development Comment

Social Studies <socialstudiescomment@bulldogs.org>

Mon 11/1/2021 10:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (111 KB)

Camille George-Florez.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see the attached feedback letter regarding the Social Studies Standards Re-Development

State of New Mexico
Department of Education
Santa Fe, NM

To Whom It May Concern:

As a parent, a retired classroom teacher, and Director of Curriculum, I am very concerned about the proposed revision of the Social Studies guideline and curriculum. Let me remind you that we are supposed to teach students how to think objectively, not what to think. We are not supposed to interject our political and cultural biases into our classrooms.

In Social Studies we teach about the world as it is, the geography and where it is, regions of the world and where they are and what they look like, history as it really happened (not how we wish it had happened), continents, countries and how they are alike and different, governments and the correct terms to describe how they operate and other factual information.

It is my opinion and what I was always careful to remember that political views and cultural customs and religion were the values taught by parents and the family. We expect educators to instruct our students as equal individuals no matter what they look like, or what culture they represent, or any other differences they may have. We are all American citizens and we should not be trying to be divisive, we should be trying to educate students to be knowledgeable, responsible, contributing future citizens of our country.

126 pages of guidelines is too detailed, too many, too long, and does not allow for schools and communities to have much say in the curriculum presented to their students. It is my hope that you will edit the proposed guidelines to be what they are supposed to be: guidelines. Be careful not to overstep your authority and forget the actual purpose for these guidelines.

Please consider all the parents, students, and teachers of New Mexico. Do the right thing.

Camille George - Flores

[EXTERNAL] CRT

Karen Stines <rockymountainhighinnm@yahoo.com>

Mon 11/1/2021 11:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I oppose CRT!

Sent from my iPhone

[EXTERNAL] Changes to nm social studies standards

Jenny Romero <jennyromero940@yahoo.com>

Mon 11/1/2021 12:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am against the teaching of critical race theory and promoting g the LGBT agenda to our children our nation was founded on Godly values and we deceive ourselves if we seek to move away from them. God bless you. Thank you jenny Romero

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Social Studies Standards

Jennifer Vitter <jennifer.vitter@aps.edu>

Mon 11/1/2021 1:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am in favor of the changes for the New Mexico K-12 Social Studies standards. The revisions will ensure New Mexico students receive a 21st century, pluralistic education. The inquiry component guarantees students will develop the critical thinking and research skills necessary for making sense of an information-driven world. The identity standards grant students the opportunity to make meaning of history and social studies within the context and framework of their own lives.

I have read and listened to feedback on these standards that argue they are over reaching the extent and abilities of a social studies classroom. Social Studies, as a discipline, is about the study of people. Not *a* people, but *all* people. Students learn best when they can connect the similarities and differences of others to themselves. Focusing teaching of social studies and history solely on "what makes us alike" leaves out the most important conversation in the discussion of people – what makes us individuals. This is not to argue that social studies curriculum should teach individualism, but rather how society is made up of individuals living together. The new standards give our students the opportunity to explore this – an important concept in a state as historically diverse as ours.

Bren Vitter (they/them)

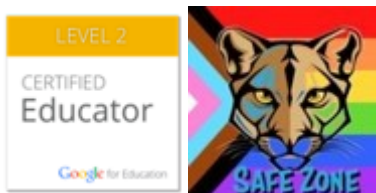
Kennedy Middle School

7th Grade Social Studies Teacher

NJHS Chapter Adviser

jennifer.vitter@aps.edu

505-750-2773



"The surest way to corrupt a youth is to instruct him to hold in higher esteem those who think alike than those who think differently."

Friedrich Nietzsche (1844 - 1900), The Dawn, Sec. 297

[EXTERNAL] proposed rule making per the Social Studies standards

SUSAN CLAY <susan.clay@clovis-schools.org>

Mon 11/1/2021 2:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

First of all, I propose that starting with the 2022-23 school year is too soon to expect teachers to be able to break down a new set of standards, the volume of which is ridiculously long. Currently we are almost halfway through the 21-22 school year and these standards are not even decided yet. That leaves teachers who are struggling to recover following the year of COVID teaching adjustments, to have to learn, train and rebuild with very little time. There should be at least another year before putting these in to play.

Secondly, I wonder why - according to these standards - history is starting with the "20th century." I looked at elementary standards, high school standards, and NM history standards. In all of them, there are vague references to something that happened prior, for example the "Treaty of Hidalgo in 1864." But none of the rest of the standards asks that anything be taught before 1900!! That is a lot of history left out.

If we continue to leave out the foundations in our teaching (all the years prior to the "20th century"), our students will never learn and learn to think for themselves.

Thanks,

Susan Clay

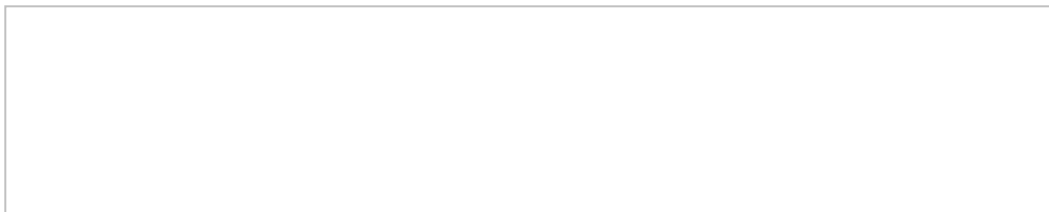
Special Ed Dept Head

Clovis High School, room A7

575-769-4350. ext 1107

susan.clay@clovis-schools.org

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[EXTERNAL] Time of the hearing

Julia Rosa Lopez-Emslie <emsliej@juno.com>

Mon 11/1/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Is the time of the zoom meeting on November 12 from 1pm to 5pm or earlier as reported in the New Mexican. Thank you

Julia Rosa Lopez-Emslie
Professor Emerita
Santa Fe , NM
(505) 988-2782

[EXTERNAL] Re: SS Standards

Lee White <whitel@lovingschools.org>

Mon 11/1/2021 3:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I remain concerned about the proposed "new" social studies standards being implemented without a statewide review that affords every district and social studies staff member the opportunity to properly vet these proposed changes. For example, under the economics portion of the new standards, the only time scarcity is defined is in kindergarten. After completing an MBS, I'm not sure that most adults, much less teachers have a clear understanding of the term. I believe that a full year review is necessary to accurately vet the standards before a full implementation is warranted. I believe that the rulemaking process on this was not started in time to accomplish this. I am well aware of the committee work performed and the fact that the final version remains a mere skeleton of what the committee as a whole truly developed. Please reconsider my concerns and allow for a proper vetting process to occur. Thank you,

Lee White
Superintendent
Loving Municipal Schools
(575) 745-2010
(575) 745-2002 (Fax)
whitel@lovingschools.org (email)
Providing students the skills to thrive!
I'm All In!

[EXTERNAL] Social Studies Standards

WHITTET, ROBERT <rswhittet@gisd.k12.nm.us>

Mon 11/1/2021 4:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

New Mexico History -

- Removal of the land grants and the Santa Fe Ring and the subsequent Tierra Amarilla Land Grant struggle via Reies Lopez Tijerina is disconcerting. This is afront to Latino Civil Rights and cultural preservation.
- Which Individuals are being referenced in the early 20th Century?

US History -

- Seriously! 16 units to cover in 18 weeks. The entire US history in 1 year? And the depth stated in the Inquiry as well as SS standards will be impossible to accomplish. Even college course break this into 2 courses.
- How many classroom instructors are involved in the process?
- Is there any consideration of ELs and language acquisition for the pacing and rigor of the curriculum?

World History -

- Will this follow the AP pacing and curriculum?
- Will Individual "Topic" courses be created?
- Seems that the World is more open than the other courses.

Robert Whittet
Instructor
AVECHS



[EXTERNAL] NM Social Studies Standards Update Nov. 2021

Irene Epp <irene.epp@gmail.com>

Mon 11/1/2021 7:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the NM PED,

I have read through the proposed revised Social Studies Standards, K through 12. I write to express my support for implementing the revised standards. By emphasizing inquiry, the standards push students to be actively involved in their own learning at every level. I see the revised SS standards as opening a door for our NM learners. They walk through that open door into a wider, richer expanse of their state's history. Each student can see themselves in this expanded view. The revised curriculum prepares each of them to participate in our democracy in ways that work for the benefit and safety of all. No one excluded, no one left behind.

Don't be afraid: implement.

Irene Epp
Santa Fe

--

"just when the caterpillar thought the world was over, it became a butterfly"

[EXTERNAL] Social Study Standard

Lin loftis <linloftis@yahoo.com>

Mon 11/1/2021 7:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

No do not update Social Studies Standards.

Thank you,
Linda Loftis

[EXTERNAL] Social Studies Standards

Mary Ray Cate <maryray@sunlit-art.com>

Tue 11/2/2021 8:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To John Sena, Policy Division, NM Public Education Department:

I have read the proposed new standards for social studies from kindergarten through 12th grade and am very favorably impressed. If I had learned all that when I was in school I would have been much better educated at an early age. I realize that standards are, in a way, goals. It may be impossible for teachers to include all the valuable lessons listed in the proposed standards. But competent, motivated teachers could be inspired by these standards to teach what citizens need to know about history and how to use its lessons to improve our society. We should not be afraid of the truth. How can we learn from our mistakes if we do not study history?

I particularly like the emphasis on understanding and respecting people from different cultures and backgrounds. I was also impressed by the respect shown to children in the lower grades. They have the ability to grasp difficult and important concepts, and it is better to introduce those as early as possible.

My one question is about personal finance. Teaching students about bank accounts, credit cards, loans, and saving is important. Whether it should be included in social studies or as a separate class in the upper grades is unclear to me.

Thanks to all who worked to develop these excellent standards for New Mexico.

Mary Ray Cate, M.D.

Santa Fe, NM

<https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.sunlit-art.com%2F&data=04%7C01%7Crule.feedback%40state.nm.us%7Ceb1e277792384806695c08d99e0e8055%7C04aa6bf4d436426bfa404b7a70e60ff%7C0%7C0%7C637714607956440964%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ikl1haWwiLCJXVCi6Mn0%3D%7C3000&sdata=JrTTITpBLAjaEGfc1B%2Ftu5iB%2FYT%2Fc8uVJbuMeHNm23Q%3D&reserved=0>

[EXTERNAL] Social Studies Public Comment

Danny Parker <dparker@bulldogs.org>

Tue 11/2/2021 9:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us> 1 attachments (219 KB)

Social Studies Letter.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

**Danny Parker, Assistant Superintendent
Secondary Education**

**Artesia Public Schools
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Artesia, NM 88210
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Date: October 29, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment
Ms. Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success
Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Mr. John Sena, Director of Policy, Innovation, and Measurement

FROM: Danny Parker, Ed.M.

Thank you for this opportunity to provide comment on the *Re-Development of the Social Studies Standards*. I have no problem with a fair evaluation of the current standards to include recent events that may have roots in historical events. I also believe that fair discussion or scholarly debate which includes opinions from all perspectives should be included in this re-development. It is certainly what makes a person truly *educated*.

These re-developed standards do not do this. Often one side of the debate is presented as factual material to which there should be no debate. While all of us can be rightfully accused of this in our daily discourse, we cannot be guilty of this in our pedagogy and certainly not in setting the standards by which this teaching should occur. Only in a society that does not limit debates to a single viewpoint or ideology can we truly grow and pursue the “more perfect union” that every American in his time has dreamt.

I’m afraid that many of the standards lend themselves to being accused of being written to a singular political dogma. I am not accusing the writers of poor work or an attempt at covert indoctrination, but I do see evidence of allowing this singular political stance in the re-development of these standards:

- 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.
 - There are very few standards that point to the greatness of the United States and its goals of life, liberty, and the pursuit of happiness.
- 8.5. Identify inherent bias in maps and analyze how they impact cultural memory.
 - Maps are biased? Again, negative.
- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.
 - The future is already broken? Again, negative.
- 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.
 - Again, the insinuation is that the United States is inefficient, unequitable, and unjust.

- 9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.
 - “Red Scare” is used in three US History standards. This is a derogatory term against those who saw the Soviet Union as an expansionist, atheistic society who sought the destruction of the ideals of the United States. In each of the three, it is used as a negative comparison.

I also see that some could interpret these standards as valuing the individual and his or her identity more than the collective identity of our nation:

- K.22. Communicate a positive view of themselves and identify some of their group identities.
 - As a Kindergarten standard, students should be encouraged to see how we are all the same without putting ourselves into group silos.
- 3.28. Compare and contrast cultural identity with other people and groups.
 - Is our identity really based on our culture and our groups?
- 6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.
 - “Self-identified affinity groups” in a social studies setting does not mean that we all enjoy knitting. This is a very dangerous concept that we are expected to teach 6th grade students.
- 7.28. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
 - No mention of the great opportunities our students as Americans enjoy. There is a focus on the negative side: “How are you limited by your identity?”
- 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.
 - Again, not a single mention of the positive efforts of American’s who have worked to help those in this great nation. No other nation gives more to charity than Americans.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.
 - Negative connotation

Groups and group identities are mentioned 26 times in the re-developed standards. Not once is it mentioned that the motto of our great country is E Pluribus Unum – Out of many one. Not once does it mention that each generation in our country has always striven to be a “more perfect union” in this great experiment called the *United* States of America. Division seems to be a popular concept.

Many of these standards seem to be assignments instead. The actual definition of standard is “a level of quality or attainment.” I see that the writers of the standards were trying to be clever in helping the teachers with assignments that might satisfy the standard. However, by including the mode by which these standards are achieved, the standards now dictate how something is to be taught (these seem to be particularly prominent in the 7th and 8th standards):

- 7.47. Create a model of Mogollon and/or Pueblo art/architecture.
 - What is this standard attempting to address? Modeling? The standard should specifically address what about Mogollon and Pueblo art or architecture that is measurable.
- 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.
 - Again, prescribing a graphic organizer should not be in the social studies standards. The important measurable standard should include the specific people, specific places, specific events, and specific ideas that need to be learned.
 - Doing a quick perusal of the “old” standards’ first page, it mentions names of people—Martin Luther King, Jr., George Washington, Ben Franklin, Cesar Chavez, Rosa Parks—none of whom are mentioned in the re-developed standards.
- 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
 - It is not a bad idea to create a historical fiction text, it just should not be part of a standard.
- 8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.
 - Is generating questions what is to be measured?
- 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.
 - Who is the arbiter if the claim is correct or not?
- 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.
 - An artistic medium or multimedia project should not be part of the social studies standards. It would be excellent if this were an addendum to the standard, but it should never be part of the standard.

Some standards are poorly written. These should be carefully read and proofed if they are to become codified. Here are some examples:

- 7.21. Select a *province* of New Mexico and research its distinguishing characteristics.
 - New Mexico has never had provinces. They were a Kingdom of Spain and a Province of Mexico.

- 7.74. Identify and summarize the relationship between specialization and interdependence.
 - This is a social studies standard? Specialization of what and interdependence from what?
- 7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.
 - Diffusion into and out of New Mexico from the past (last week or the day after the Big Bang?).
- 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.
 - I know the writers are being politically correct, but “their” is a pronoun requiring an antecedent. Could very easily be *Describe the many facets of the student’s identity (including family history and culture) and how the student is connected to the collective history and culture of other people in the student’s self-identified affinity groups.*
- 9-12.NMH.47. Demonstrate historical causation by using
- 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico
 - A typo? Should these two be one standard?
- 9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.
 - Sexuality in the past is now a US History concept that needs to be taught?
- 9-12.US.122. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.
 - Important policies from two democratic presidents and one republican, but (see next)
- 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.
 - Conservatism had short- and long-term impacts.
- 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.
 - History of guns and consequences of gun violence? Why would this be a standard? Understanding the gun control debate is important but singling out the consequences of gun violence is elevated to standard level. Some would wonder if we are teaching the consequences of gun violence we should include that all presidents are protected by guns.

I am including an attachment that was my working papers for this letter. It is not exhaustive even though it is eight pages long. Even though I have read through the standards several times, I have not been able to really study the standards like I should. There are too many. There are too many problems. There is too great a departure from the previous sets of standards (which, after re-reading for this letter, are really pretty good). We need more time to give the standards the study time that is needed. The writers had seven or eight months to deliver a product that has many grammatical and substance issues. That is not enough time.

Incidentally, as I was reading the “old” standards, I was thinking of one of the reasons given for re-developing the standards. I was told that the Martinez-Yazzie decision insisted that the PED develop culturally and linguistically responsive standards. Those standards are chock-full of CLR standards. They are very good, as a culturally diverse state should expect.

Reading through the standards, two standards really stood out to me. The first is this:

- *5.10. Explain how the principles of the Declaration of Independence became unifying ideas of American Democracy.*

The Declaration of Independence is a unifying document. Our country needs unifying more now than ever. We need to know that as Americans we are striving for that “more perfect union” that many of our forefathers gave their lives for, that soldiers gave that last full measure and slipped the surly bonds of earth for this country. There is more that unites us than divides us. But these standards are very divisive.

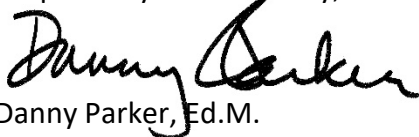
Second, this standard is convicting for me:

- *4.25. Demonstrate respectful inquiry about other people’s lives and experiences without judgment.*

My question is this: Do these re-developed standards fulfil the spirit of this fourth-grade standard. By following these standards are we respectfully inquiring about our fellow Americans’ lives and experiences without judgment? Or in a measurement of mastery of this standard, would we fall short?

Thank you for your time and consideration.

Respectfully and Sincerely,



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Group identity – 26 standards

The concept of group identity is complex and potentially dangerous concept. Never do we want students to confine themselves to the boundaries of group. “I may be white, poor, dumb, bad at school, etc., but does that really define me. Am I only allowed to operate within the restrictions of this group.” In my time as a teacher and counselor, I have talked to kids who are called “coconuts”—brown on the outside but white on the inside. They are called this because they are perceived as acting inappropriately within their group. “Oreos” are black on the outside and white on the inside, today’s “Uncle Tom. “

When I see these standards for K-1-2-3, I see a danger for that these students with developmentally appropriate skills trying to determine their group, creating an opportunity for teachers or others to aid them in finding a group that may not be appropriate for them.

At any rate, these changes are divisive instead of uniting. We certainly want, as 5.27 states, children to be able to “express a positive view of [themselves] without making someone else feel badly.

K.22. Communicate a positive view of themselves and identify some of their group identities.

K.23. Describe ways they are similar and different from people who share their identities, and people who do not.

K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.

2.28. Describe ways we are similar and different from people who share identities, and people who do not.

3.27. Express a positive view of personal identities without making someone else feel badly.

3.28. Compare and contrast cultural identity with other people and groups.

5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.

6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.

6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.

6.20. Identify how differences and similarities between diverse groups impact perspectives.

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

7.11. Examine the relationship between stereotypes, bias, and group identity

7.28. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

- 7.49. Describe the relationship between their (key figures in NM History) cultural heritage(s) and their personal identity/identities.
- 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.
- 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.
- 7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.
- 7.93. Identify how stereotyping influences social perspectives about members of a group.
- 7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.
- 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.
- 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.
- 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.
- 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.
- 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

Assignments -35

Many of these are stated as assignments and not standards. These are a one-time assignment. (This list is not exhaustive.)

- 7.47. Create a model of Mogollon and/or Pueblo art/architecture.
- 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.
- 7.68. Compare and contrast the revolts and resistance movements under Spanish rule
- 7.72. Discuss how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes.
- 7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.
- 7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.
- 8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.

- 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
- 8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.
- 8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.
- 8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.
- 8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.
- 8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.
- 8.36. Identify immigration and emigration factors that motivated groups to move to and within North America through the lens of the 13 colonies and the movement of people there.
- 8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.
- 8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.
- 8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).
- 8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.
- 8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.
- 8.58. Analyze a variety of art media to create an argument about the development of American national identity.
- 8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.
- 8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.
- 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.
- 8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression

- 8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense).
- 8.76. Identify and correct misconceptions about the Emancipation Proclamation.
- 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability.
- 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.
- 8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies
- 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.
- 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.
- 9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.
- 9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.
- 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.
- 9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present. (Many would argue this to be an anti-immigrant policy. They would say that we need to study those who want open borders.)
- 9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. (Seems to purposely written to bash America.)

Poorly written – 23

These standards have some conceptual, grammatical, or typographical errors and should be rewritten.

- 7.21. Select a *province* of New Mexico and research its distinguishing characteristics.
- 7.74. Identify and summarize the relationship between specialization and interdependence.
- 7.76. Investigate the use of trade routes and systems to analyze the economic impact *they* had on New Mexico as well as those who traded with New Mexicans. Who is they?
- 7.78. Analyze primary and secondary (*perhaps sources*) to explain what impact Mexican Independence had on (the area) that would become) New Mexico.
- 7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.

- 8.5. Identify inherent bias in maps and analyze how they impact cultural memory.
- 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups. Who is they?
- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future. Is the future broken?
- 8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.
- 8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.
- 9-12.Civ.38. Evaluate how fundamental American principles have been interpreted **overtime** and how they currently shape policy debates.
- 9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities. Was previously "environmental racism". Still not sure what externalities is.
- 9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA. (no comma needed)
- 9-12.NMH.47. Demonstrate historical causation by using
- 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)
- 9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. (Why just French and Haitian Revolutions— why would they alone be in the standard?)
- 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States. (so it's not efficient, equitable, and just?)
- 9-12.US.69. Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present. (provide examples)
- 9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany. (Poorly written – what is the concept here? Authoritarianism? Isolationism? Extraction?)
- 9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America. (not sure sexuality is appropriate)
- 9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period. (why the specific comparison to Germany?)
- 9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States. (Red Scare is a derogatory term for those who believed the Soviets when they said their goal was to spread communism.) I believe that 9-12.US.108 is sufficient.

- 9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare. (Complete indoctrination)
- 9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.
- 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people. (connotes only negative impacts) Compare to 9-12.US.122. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.

CRT – 41

Many of these standards lend themselves to criticism by having a connection to tenets of Critical Race Theory. This list is not exhaustive.

- 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.
- 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.
- 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.
- 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.
- 7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.
- 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.
- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.
- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.
- 8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.
- 8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
- 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability.
- 8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.

9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.

9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.

9-12.Econ.24. Critique inequalities that exist in economic systems.

9-12.Econ.48 – 175 are missing...

9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.

9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.

9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.

9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.

9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.

9-12.US.42. Analyze the persistence of the “Lost Cause of the Confederacy” narrative and its long term effects.

9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.

9-12.US.69. Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present.

9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.

9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia

9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.

9-12.US.129. Explore the movement against police brutality.

9-12.US.130. Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.

9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.

[EXTERNAL] New Social Studies Curriculum Feedback

Janalee Martinez <janaleebliss@me.com>

Tue 11/2/2021 9:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hell NM PED,

I have a 13-year daughter in 8th grade attending Farmington Municipal Schools. Her entire school experience has been plagued with negativity. Beginning with common core, being told and made to feel stupid for years and now masks and mandates. I have been advocating for her all along the way and I do not intend to stop now. Now more than ever I feel I must stand up. Stand against critical race theory, gender studies and the sexualization of our kids.

It is hard enough being a teenager, but when you add lockdowns, isolation and a year of chaos and mandates, next comes suicidal thoughts, self-harm, and the explosion of underage drug and alcohol abuse. I know you are thinking that is nothing new, teens have been doing that for years. You're right, and that only emphasizes my point even more. Everything that has happened has made that problem worse. We have a mental health crisis in our children right now and no-one is addressing that issue. But rather making it worse!

If the schools are to implement any form of CTR it will be like putting a ticking time bomb into the schools. It will create such division and hate between the kids. It will teach them to hate themselves (no matter their skin color) and hate their country. It will teach them their parents don't know anything and cannot be trusted. In North Carolina it even teaches them how to change their gender without their parent's knowledge. In Virginia, allowing transgenders students to enter the bathroom of their choice has led to the rape of two female students in school bathrooms. I for one am not willing to wait until that comes to New Mexico. I feel fortunate that we are a little slow here and it has not been fully embedded yet. But it is here, and we know it. The CLR scorecard that was implemented this year is the beginning. Next is the social studies curriculum. Once you know the language it is easy to see.

I know there are teachers and board members that agree with the philosophy. And I want to believe it comes from a good place and they aren't actually trying to do harm. But it is doing harm across this country. All you have to do is turn on the news to see that. If you are one of those people, please take a deeper look and try to see what it is we are opposed to. Try to see the other side.

Below I have laid out exactly how CRT has been imbedded into the new social studies curriculum. If this is passed, I will remove my student from New Mexico schools.

Regards,
Janalee Martinez

What is CRT?

Critical race theory is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.

Educational text that supports CRT is used by:

- Crafting narratives about history that are not grounded in facts
 - o 1619 project - American revolution was fought to primarily to preserve slavery
- Bring ideology and political activism to the forefront of education
- Indoctrination
- Separating people into groups
- Comprehensive sex-ed
- Teaching Equity vs equality

How to identify CRT in the classroom (key words in the curriculum)

- Culturally responsive teaching
- [Equity](#), [diversity](#), and [inclusion](#)
- [Cultural](#) / multi-cultural competence
- [Implicit](#) / [unconscious](#) / [internalized](#) bias
- [Social justice](#)
- Systemic / structural / institutional racism or [oppression](#)
- Micro - aggression's
- Anti-racism
- White privilege / fragility / supremacy / culture / prejudice
- [Power Structures](#) or racial hierarchies
- Disparate outcomes or inequity
- [Identity](#)
- Social constructs
- Reparation / liberation
- Ethnocentricity

NMPEd guiding principles - page 9 of NMPEd Social Studies proposed plan - Key word directly linked to CRT

- Incorporating major historical themes such as [power](#), [class conflict](#), struggle, geopolitical impact, [social justice](#), [equity](#), and [diversity](#)
- Ensuring divergence from a singular Eurocentric [cultural script](#) ensuring [equitable inclusion](#) of accurate historical stories reflecting Indigenous, Hispano /Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives
- Identifying tools to share authentic stories including the study of relationship between [power](#) and [oppression](#)
- Supporting the development of a strong critical historical [consciousness](#) representative of many perspectives while allowing students to maintain his/her/their own cultural integrity while learning about others
- Empowering students to develop pride in his/her/their [identity](#), history, culture, region by incorporating a community-based approach while preparing students to be a part of a global environment
- Utilizing historical events from a future focused orientation
- Developing a future focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions.

Examples from NM PED Standards (exact text)

- **Kindergarten**
 - o Identify how individuals are similar and different
- **First Grade**
 - o Investigate significant events, people, and observances in history, and discuss their effects on local and national communities
- **Second Grade**
 - o Demonstrate respect for the feelings of people who are similar and different from me
- **Third Grade**
 - o Express a positive view of personal identities without making someone else feel badly. Compare and contrast cultural identity with other people and groups
- **Fourth Grade**
 - o Demonstrate respectful inquiry about other people's lives and experiences without judgment.
- **Fifth Grade**
 - o Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.
- **Sixth Grade**

- Explain how the treatment of people (past and present) shaped group identities and cultures.
- **Seventh Grade**
 - Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **Eighth Grade**
 - Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.
- **HS Civics**
 - Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.
- **HS NM History**
 - Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.
- **HS World History**
 - Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.
 - Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.
 - Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.
 - Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.

[EXTERNAL] CRT

Elaine Beecher <esheartstrings@msn.com>

Tue 11/2/2021 9:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr. Steinhaus and PED,

It has been brought to my attention that you are reviewing materials that would introduce the CRT to our children in New Mexico.

It would be a gross error on your part to allow this in our school system. For years, the battle of racism has been fought for the Hispanic and Black American folks and it would be such a double standard to now tell our children that it is okay to apply reverse discrimination to whites. Let me remind you that the Constitution of the United States says that we are all created equal. Last I checked we are still a free nation, and we still abide under the constitution.

CRT is wrong for New Mexico's children and wrong that you would expect teachers to indoctrinate children in the classroom with such discrimination. We tell our kids that it's wrong to bully and call names but yet you want to tell them it's okay to discriminate. What message are you sending them? CRT presents an opposite message then what our constitution states and is confusing on many fronts.

It's time you get some guts and quit bowing to politics and money, our kids deserve better.

Sincerely,

Elaine Beecher

[EXTERNAL] Feedback on Social Studies Standards--Rule Making

Clough, Curtis <cclough@bobcat.net>

Tue 11/2/2021 9:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

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Please see attached the feedback provided by Hagerman Municipal Schools on the proposed Social Studies Standards. Feel free to reach out if you have any questions or comments.

Thanks.

--

Curtis M. Clough

Superintendent

Hagerman Municipal Schools

Phone: (575) 752-3254**Physical Address:**

406 North Cambridge Avenue

Hagerman, NM 88232

Mailing Address:

PO Drawer B

Hagerman, NM 88232

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Memo

To: John Sena, NMPED

From: Curtis M. Clough, Superintendent
Hagerman Municipal Schools

cc: Gwen Wanniment, NMPED

Date: November 1, 2021

Re: Social Studies Standards Adoption/Rules Hearing

Dear Esteemed Colleagues,

Hagerman Municipal Schools (HMS) is asking consideration to be given to delaying the adoption and implementation of the proposed K-12 Social Studies standards that are before the hearing today so proper time can be invested by districts, especially small, rural districts such as Hagerman, so they can be fully vetted and analyzed of the impact on the instruction that will occur as well as gaining community stakeholder involvement to educate and review how the new standards will impact our community and teaching practices. HMS is not against the teaching of standards, but the full fidelity of the implementation and how we, as a district, can best serve our students in preparing them for today's role in society as upstanding, caring individuals that have the necessary knowledge, skills and abilities to be a productive citizen in our community and ever-changing world.

As the Superintendent, I convened a cadre of teachers to assist in the review and have gathered input from my Board and staff. Further, I desire to engage my community in these discussions as a new Superintendent, but with the rapidness of the rules hearing and pace for implementation, this cannot be done in a reasonable manner to educate and work with our parents and community on the importance of citizenship and responsibilities of being a student and community member for their children.

Further, HMS would like to offer some feedback and input on the standards for consideration in the process. By no means is this a comprehensive review of all standards, but a survey of some key standards that were reviewed by my teaching staff in a time where, with COVID, we

are all stressed and doing our best to meet the needs of our students and community. This has been an added stressor in this important time in education because of the political hot topics that seem to be stemming from this process. HMS again stresses that we are not against the standards but would like to have local flexibility that meets the needs of our schools and community in alignment with the standards. Several concerns were noted that the standards, in some areas, especially in the Inquiry strand, are immeasurable and gathering of meaningful data to ensure student understanding is vague and almost impossible based on the interpretation of a standard by a given teacher. The concern is that a more, experienced teacher or a new teacher may have very different ideas on how to assess and creates ambiguity in analyzing the data for understanding and comprehension. Are we analyzing the material and knowledge gained or the skills? Skills are a very important part of Social Studies Education, such as analysis and critical thinking, so is skill development more important or the knowledge or understanding of the content provided? A balance needs to be created based on age-appropriateness of the knowledge gains and skills to perform so a natural progression of understanding and individual thought can be harvested in this generation of students so growth and understanding of key concepts can occur.

Additionally, my staff would like to make the following recommendations for consideration based on their analysis so that our students are prepared in all areas of K-12 Social Studies:

K-2 Social Studies Standards

1. Consideration needs to be given to one specific New Mexico-related standard to start the process of understanding the importance of New Mexico heritage and culture.
2. The Inquiry Standards seem repetitive and should be done naturally in a classroom with proper training and observation.
3. The inclusion of buzz words for identity become problematic as the standard is very broad and can be interpreted in a negative way by teachers that can directly impact the understanding of our young students—teaching inclusivity and understanding at this age may be more appropriate.

3-5 Social Studies Standards

1. First and foremost, Inquiry 22-26 is what 5th grade students need. Inquiries include being able to identify concepts and the use of supporting questions for a better understanding. Students would be able to draw information from several points and sources to come up with a definite answer. In 5.5, this concept needs to be perpetuated throughout all age-appropriate levels that states that students are able to construct responses that are supported by reasoning and are able to back up their answer with evidence. This is a core skill all students need, whether in Social Studies or life.
2. In 5.29, civic issues can include all economical, religious and political problems. This can include the gap between the rich and the poor, environmental issues, politically encouraged riots, discrimination towards “different types of people.” I feel that this needs to be narrowed down to specific topics. Are specific events under consideration for inclusion in this or do we have local authority determine what is appropriate? Some topics come with a very heavy opinion of all involved in the conversation and opinions and beliefs should not be forced on another, or to make anyone feel uncomfortable weather teaching or learning. Parents have a responsibility in this and how does a school stay politically neutral with all the beliefs that are currently in our society? This

places teachers in difficult situations to teach perspectives that may be unpopular, even if no political overtone is used in the process.

3. In 5.31, the use of “groups of people” is too broad and can specific examples be given so that teachers have a direction to go.
4. In Theme 2: 4.11 and 4.12, those two standards work well together with the identification of key factors and groups to help create the culture of New Mexico. Can specific examples of historical events or people be added to frame this as those two standards could be large content areas that need a narrower focus?
5. In Theme 5; 3.27, the point needs to be stressed that expressing a positive view of personal identities without making someone else feel badly.
6. In Theme 5: 3.28, compare and contrast the cultural identity with other people and groups needs to be more specific as to the people and groups—give examples.

SECONDARY STANDARDS

In the analysis of the standards, some general trends and comments became apparent to consider as part of the process that we would like to make you aware:

1. More is not better, Unmeasurable = Unnecessary.
2. Instead of broadening the standards to accommodate current political, social, and economic players and separate the learners into factions, narrow the focus in order to incorporate the application of the facts and provable historical data, so that students can see the current reality and determine their own response to this question, "Are we learning from our history to do better in and for the future?"
3. A more thorough review of the standards needs to incur because of the massive increase in numbers—how do we incorporate these new standards in a course/courses that is already struggling to meet the demand during the school year.
4. Is consideration being given to how these transition to the Higher Education realm for those students going onto college?
5. Consideration needs to be given of the collapse of the standards into the following areas:
 - a. cognitive and communicative functioning at a reasonable expectation of student potential.
 - b. evidence of student competence and self-confidence with the discipline of the social sciences
 - c. student respect for self, others, and the environment.
 - d. student respect for reasonable authority, responsibility, and community.
 - e. student acquisition of a working knowledge of the US Constitution and other significant democratic documents.
 - f. student demonstration of effective interpersonal skills at a functional level.
 - g. student demonstration of personal responsibility for success.
 - h. student demonstration of ability to set and manage reasonable and productive adult personal success in life.
 - i. student demonstration of reasonable decision-making.
 - j. student demonstration of respect for the environment and the economy.
6. In "Ethnic Cultural Identity Studies" (Diversity and Identity), consideration needs to be given diversity instructional practices. In all the college courses and professional development opportunities that we have been a part of, regarding cultural diversity techniques, these types of concepts were never incorporated.

7. So many of the standards are so broad in their wording that opportunities could be left open for some educators to expose the students to unsuitable information, whether intentionally or unintentionally.
8. Part of any effective History/Social Science class should include inquiry into what happened, why it happened, and are there parallels to what has happened in the past or what is currently happening. Can specific events or ideas be placed in the standards to place a focus on inquiry, an essential skill all students need?
9. Why is New Mexico's role in the Manhattan Project and involvement in the nuclear age not incorporated in the standards? This is important to the economic growth and historical significance of our state in the energy industry, not only locally but worldwide, so this needs to be explored and taught to our students.
10. The standards include many buzz words and jargon that have different interpretations by different groups and people. How is this to be addressed in our classrooms without politics interfering in conversations or trying to create an inclusive environment in our classrooms? Please be specific on the language and expectations so politics does not interfere with the education of our children.
11. Place an emphasis on identifying solutions that work, instead of creating an environment of exclusivity and division. Our children may be the solution to our current problems when inclusivity and expectations are set.
12. Why are Oilfield and Wind Energy ignored to an extreme extent?

Again, I am going to extoll that HMS is committed to teaching standards with full fidelity and consideration needs to be given to the impact on our schools, especially small, rural communities, that lack resources and time to do a thorough examination in this short period of time. Going through this process has been a time drain on a small teaching staff that is already stressed with the all the COVID activities and reporting, but I commend them for their commitment because they see the importance of the process and voicing our recommendations and concerns alike. This is an important decision that not only impacts our current students but generations to come. Time needs to be expanded for consideration of these standards. Also, if we are going to assess these in the future, what would that assessment look like with so much of inquiry based on personal views and understanding. Are we assessing the skills or the content knowledge?

Thank you in advance for your time and thoughtful consideration of our feedback from HMS. As a district, we want to be part of the solution and not the problem. This is why our team is wanting the extension so we can gather the necessary input and feedback that can be a positive difference in student lives, not destructive that seems to be occurring in today's political climate and environment. Politics should not interfere with a student's education and we all should be committed to providing the best learning opportunities to all our students.

Respectfully submitted,

Curtis M. Clough
Superintendent
Hagerman Municipal Schools

[EXTERNAL] Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

Mary Wilhoit <mlwilhoit72@yahoo.com>

Tue 11/2/2021 10:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: m.colgan@laschools.net <m.colgan@laschools.net>; e.ben-naim@laschools.net <e.ben-naim@laschools.net>; c.bernstein@laschools.net <c.bernstein@laschools.net>; s.boerigter@laschools.net <s.boerigter@laschools.net>; e.green@laschools.net <e.green@laschools.net>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

(Actual letter is attached)

Dear Mr. Sena,

My name is Mary Wilhoit, and I'm a constituent from Los Alamos, NM.

I am writing to urge you to reject the Proposed Social Study Standards of 2021 as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Call it by whatever name you may – SEL, Critical Theory, Culturally Responsive Teaching, etc. -- applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It is dishonest to use the original / evolving definitions and intent to hide the use of racism in teaching a modified version of CRT to school children. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a few of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity.” This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)

2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is such a system in the US, and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LBGTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again, see the socialist class v. class assumption herein. 6.29.11.13(A)(3)(b)
10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. This implies an ignorance of true police statistics. How about at least contrasting it to the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

I support the protest on these proposed standards in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and have a great day.

Sincerely,

--

Mary

Mary Wilhoit
2138A 41st St
Los Alamos, NM 87544
858-922-9070 c

CC: Los Alamos School Board

November 2, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Mary Wilhoit, and I'm a constituent from Los Alamos, NM.

I am writing to urge you to reject the Proposed Social Study Standards of 2021 as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Call it by whatever name you may – SEL, Critical Theory, Culturally Responsive Teaching, etc. -- applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It is dishonest to use the original / evolving definitions and intent to hide the use of racism in teaching a modified version of CRT to school children. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

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2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.

3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

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5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is such a system in the US, and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

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Thank you for your time and have a great day.

Sincerely,
Mary Wilhoit
2138A 41st Street, Los Alamos, NM 87544
mlwilhoit72@yahoo.com
858-922-9070

CC: Los Alamos School Board

[EXTERNAL] World History

Leslie Diane Clark <l.clark@laschools.net>

Tue 11/2/2021 11:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Leslie Diane Clark <l.clark@laschools.net>

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I find it frustrating that there are only **skills** standards for World History, but no **content** standards. It is the only history curriculum which lacks them.

Transitioning to new, updated, culturally relevant standards, although necessary, is hard enough without having to write our own content standards in addition.

--

Warm regards,

Leslie Clark

World History 9

 Topper Freshman Academy 

This email has been sent from a verified laschools.net user.

[EXTERNAL] Feedback on proposed Standards for NMPED

Suzanne Rasic <suzannerasic@gmail.com>

Tue 11/2/2021 12:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am 100% in SUPPORT of the draft. All these loonies screaming about CRT are just trying to live in an alternate reality. Thank you so much for teaching our children about what really happened in this great state of ours. I am a proud New Mexican of Spanish heritage and think that it is of the utmost importance to teach our children about the right and wrong things our ancestors did. The only way not to repeat history is to learn it, and that the only way to learn it is to critically examine ALL of it.

Thank you for all you are doing for our state!

Suzanne Montoya Stevens Rasic
517 Armijo St, Santa Fe, NM 87501

[EXTERNAL]

Kendra Montanari <kendra4square@gmail.com>

Tue 11/2/2021 1:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please accept this public comment for the repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. I am in full support of this proposed change to incorporate the concepts of Tribal Sovereignty and Social Justice into Social Studies curriculum. These concepts are integral both to an understanding of our history, and how it shapes our future. This is true across all disciplines and professions. As a small example, in my profession as a transportation planner, these topics are at the forefront of good planning. Our governing bodies are frequently discussing the importance of allocating much needed transportation dollars to marginalized and tribal areas, and how targeted investments can positively influence traditionally underserved communities. These types of conversations span across many fields including energy, housing, the environment and so forth. For our children to emerge from 12 years of education without a basic understanding of historic racial and social injustices is to hinder their ability as adult citizens to take a part in making the world a more inclusive and just place.

Thank you,
Kendra Montanari

[EXTERNAL] SOCIAL STUDIES STANDARDS

Susan Haase <haasesusan@gmail.com>

Tue 11/2/2021 2:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I support the new standards and applaud the work of those who drafted them. The standards are age appropriate and will foster an appreciation of the diverse and rich history of our great country and the many cultures which have contributed to it. Well done.

Susan Haase

Sent from [Mail](#) for Windows 10

Susan Haase

[EXTERNAL] 6.29.11 NMAC, Social Studies

Tiffany Lee <tslee@unm.edu>

Tue 11/2/2021 3:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am writing to share my support of the changes to the Social Studies standards. The inclusion of (5) ethnic, cultural, and identity standards, and (6) inquiry standards support students' learning of our diverse heritage and multiple identities of our people in NM and beyond. Not only are students learning about this diversity, the standards are humanizing this difference in people's lived experiences. They also teach our students to be critical thinkers, readers, and writers. In this way, our students will be motivated to become change agents and positively transform their communities. The challenges to the inclusion of this form of teaching and often to what is misunderstood as Critical Race theory do not have merit nor are they grounded in research that shows the positive results of teaching for social transformation and justice. Additionally, the state of New Mexico is obligated to address the conditions under which the Yazzie and Martinez lawsuit was enacted. These standards make progress as a remedy for addressing the rulings in that case.

Thank you

Tiffany Lee

Tiffany S. Lee, Ph.D. (Diné & Lakota)
Dibé Łizhini - Naałání
Chair & Professor
Native American Studies
College of Arts & Sciences
University of New Mexico

NAS.UNM.EDUFB, IG, & Twitter: [@NATVUNM](https://twitter.com/NATVUNM)

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

[EXTERNAL] crt in public schools

glenn mattern <axerhand1976@live.com>

Tue 11/2/2021 4:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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why in the world would you thing having crt in the public school system is a good idea??? you really think teaching little kids oral and anal sex is a good idea??? we have all heard about the book called " Lawn Boy" where 2 4th graders have oral sex and more!!! how perverted you people must be to think that is right! To tell young white kids they are the problem is disgusting.. i bet you don't tell the little Japanese kids they are responsible for pearl harbor ??? also did you know that

Sidwell Friends School in D.C does not teach their students CRT, that's right the school where all the rich people including president obama's kids go to, nope they teach usefull stuff to their students!!!

[EXTERNAL] The New Social Studies Standards

Erin Stevens <erinstevens308@gmail.com>

Tue 11/2/2021 6:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The new incoming social studies grade 1st-3rd repeats identifying how individuals, self identities, families, groups, cultures are different; and to examine and identify cultural differences. I understand there are some niceties in there like how they are similar and without making someone feel bad but it is undeniable that the purpose is to set the starting blocks of every student to view social studies through a racial lens. This sounds innocent at first however it is the basis of CRT and there are better ways to view social studies than segregation and what follows in grades 4th through 8th defines it as CRT and is destructive to children.

In grades 2nd and 3rd the new social studies requires children to be social activists in parts of the informed action. I have never been asked if I want my child to be a social activist and in no way should this be a requirement for school.

Right after segregating and self-identifying children into their "groups", 4th grade then goes right into interactions between Indigenous people and European settlers. This should be included as it is an important part of history to learn about Roanoke and how the first Virginia settlers were massacred and starved out. It is "race against race". After 3 years of having children internalize their culture I don't believe it is "culturally" accurate or appropriate to only focus on race against race and yet leave out just as important "cultural" facts of the warring tribes like the Cheyenne conquering land of the Kiowas and the Lakota Sioux conquering land of the Cheyene. In 6th grade children are to get into their self-identified affinity groups a.k.a "race" and discuss how their culture and history is connected to the culture and history of another "race". This is bringing back Jim Crow segregation and race

baiting and asking children to internalize racial history and berate other children. This lacks educational value, is unproductive, and extremely unhealthy.

After having children identify, separate and internalize into their cultural groups and a little race-baiting, by 5th, 6th and 7th grade the new social studies curriculum then tells students they are oppressed and their value and worth is determined by the melanin in their skin
i.e.

- Describe how inequity in the United States laid the foundation for conflict that CONTINUES TODAY.
- Explain how groups of people are treated today and in the past is a part of what makes them who they are.
- Explain how the treatment of people shaped group identities and cultures.
- Evaluate the lasting impacts of UNEQUAL POWER relations and disenfranchisement of persons and groups.

These statements are inaccurate and a topic of debate amongst adults, they do not belong in a classroom.

In 6th grade the proposed social studies ask children to analyze why communist China is good while leaving out the human rights atrocities only to follow up with the only time they can evaluate the human rights atrocities is during Medieval times and very noted for that time of white Europeans enslaving blacks and the bad actions of religion. To limit the education to these specifics is very telling of biases. If the topic is of the Middle east and Asia then that needs to be looked into as a whole including Uyghurs. If social studies aims to teach human rights violations it would be more culturally appropriate to discuss the Utes selling the Navajo to the Spaniards. If the social studies aims to discuss religion the it is more appropriate to get multiple perspectives including how religions was the reason for ending slavery in the United States and how religion is why we have education today. To frame these topics as they are in 6th grade is more propaganda than it is education.

By high school the lessons are purely biased propaganda the way they are presented and limits healthy debate. Like "Examine the history of guns in America as compared to other world powers and the CONSEQUENCES of gun VIOLENCE on American society." This statement is false on its face, any kind of violence is violence regardless of inanimate objects. It is educational to discuss the purpose behind the 2nd Amendment not to try to force bias on children that the Bill of Rights needs revamped. This is inappropriate for public school education and goes against many families beliefs.

I noticed democracy listed over a dozen times but that we are a Republic is not discussed. The Mayflower Compact, Founding Fathers, Heroes of the Revolution, framing of a Constitution Republic, anything of self-governance and self-determination is missing from the new proposed social studies. A more appropriate way to view social studies is economically, legally, socialism vs. capitalism, self determination, self choice. By viewing everything through what is called cultural identity which

11/3/21, 4:13 PM

Mail - FeedBack, Rule, PED - Outlook

ultimately boils down to race instead of culture and having the students personally internalize history you will end up with students that are self sabotaging, envious, hateful, negative, confused, and wicked. This is in no way productive education.

Sincerely,
Erin Stevens

[EXTERNAL] Proposed Revised Social Studies Curriculum

Michael L Hays <hayswhiteknyght@gmail.com>

Tue 11/2/2021 7:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Soules, William P. <bill.soules@nmlegis.gov>; Paul Gessing <pgessing@riograndefoundation.org>

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1. Teachers cannot readily, perhaps cannot even possibly, assess whether students meet stated performance standards.

2. Performance standards, especially in the earlier grades are unreasonable. For example, in First Grade:

Inquiry 22. Construct Compelling and Supporting Questions

- 1.1. Explain why a compelling question is important.
- 1.2. Generate supporting questions related to compelling questions across the social studies disciplines

is an absurd, grade-inappropriate standard. Because of the vagueness of the meaning and application of the relevant terms, no one--teachers or students--can possibly know which questions are compelling and which supporting. Experts in these fields often debate which questions are more or less important than others. Moreover, first grade students have little or no knowledge in or about "the social studies disciplines," including what they are.

3, The performance standards do not stipulate what students are supposed to know and what teachers presumably must teach. Performance standards fail because they assume that students have learned without requiring that teachers have taught the information necessary to the performance. Relatively minor issue: there are no standards stating that students know the names of and can identify the continents; major bodies of water or major river systems; major mountain ranges or deserts; major countries; the fifty states, their capitals, their major cities, and their postal abbreviations. Relatively major issue: teachers do not know enough to teach students about diverse cultures and societies throughout the world without presenting partial, superficial, and biased accounts of them. (White teachers can give an informed, unbiased account of Blacks in Africa or urban America or Latinx in Brazil or rural New Mexico? Christian teachers are going to give such an account of Judaism in America? In Israel? Surely, you jest.)

The result of these deficiencies is that this curriculum is irresponsible in not defining what teachers actually teach to students so that they can satisfy these standards. If students cannot meet these standards, the blame for their failure can be shifted to what they could not do and away from what the teacher failed to teach. In addition, the statement of the curriculum is jargon impenetrable to non-professionals, not to mention parents and probably school board members.

In short, this curriculum is a revelation of professional ignorance and an exercise in educational obfuscation and pomposity.

In these and other ways, PED repeats all of the deficiencies of the Common Core State Standards. It gets teachers off the hook and puts the students on it.

[EXTERNAL] Proposed Social Study Standards

Judy McGuire <JudyMcGuire2@gmail.com>

Wed 11/3/2021 7:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Meredith: this is a well-written document that builds on ideas and structure from Kindergarten through High School, provided it is presented in a positive manner, as written. I have only a few comments

1. The discussion on the arms race belongs in HS History, not HM History
2. Include white slavery by studying the impact of Irish slaves imported to the US, in US History
3. Include evolution of Political Parties from 1776 forward in US History
4. Include the impact of early Chinese immigration in US History
5. Include study of the Holocaust in World History

Judith McGuire

[EXTERNAL] Parent Feedback on Social Studies 6.29.11 NMAC

Brodnax, Lia Frieda <lbrodnax@lanl.gov>

Wed 11/3/2021 8:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sirs,

Please do NOT replace the current Social Studies Standards with the proposed standards. These new standards are derived from an anti-American perspective and promote identity politics. We need to encourage our children to love our country, recognize and learn from history, and learn and celebrate differences. These standards do not do that!

Constantly degrading our country, instead of learning from the past is creating a generation of people who don't love America! Constantly emphasizing kids' differences – identities – teaches them to be divisive. America needs people who are different, but united.

Again, please DO NOT replace the Social Studies Standards with these new ones – they do not reflect the parent's beliefs in our great country.

Sincerely,
Lia F. Brodnax, Ph.D.
Los Alamos, NM

Fw: [EXTERNAL] Rule notification.

Notification, Rule, PED <Rule.Notification@state.nm.us>

Wed 11/3/2021 8:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Kelli Cook <kellicooknew@icloud.com>

Sent: Tuesday, November 2, 2021 1:56 PM

To: Notification, Rule, PED <Rule.Notification@state.nm.us>

Subject: [EXTERNAL] Rule notification.

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No CRT

Kelli Cook

[EXTERNAL] Proposed NM US History Standards feedback

Madeline Sedillo <msedillo@lcps.net>

Wed 11/3/2021 9:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Language in the below standards suggest a specific activity be used while teaching the content. The choice of activity should be decided by the teacher.

9.12US 18
9.12US 19
9.12US 25
9.12US 115
9.12US 113
9.12US 118
9.12US 114
9.12US 133
9.12US 135
9.12US 141

The eras covered by standards are very expansive and there is a concern that not all topics will be covered in the span of the academic school year. With 141 standards that start with The Columbian Exchange and end with the COVID-19 pandemic, the topics proposed may not have enough time dedicated to them to develop a complete understanding and resembles the Advanced Placement curriculum. Origin Stories (Theme 1) could be included into New Mexico History, and The American Revolution and Constitution (Theme 2) could be included into a Principles of Democracy class.

[EXTERNAL] Re-Development of the Social Studies Standards

Ruby Parker <rparkcpa@pvt.net>

Wed 11/3/2021 9:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** socialstudiescomment@bulldogs.org <socialstudiescomment@bulldogs.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Gentlemen/Ladies:

Thank you so much for your consideration of public comments on this very important issue.

The education of our children is one of the most important aspects of our activities.

I believe this Re-Development of the Social Studies Standards is so important that it should be undertaken in great detail, with much thought and research.

It is far too easy to insert one's own beliefs and opinions into such an endeavor even though that is not the intention.

With those thoughts in mind, I respectfully request that the time frame for public comments and consideration be extended.

We must examine the purpose for this project and what is expected to be the outcome.

What is the intention and who will benefit from the rewriting of these standards?

Do we want to rush through the project in an effort to further divide our citizens?

Respectfully,

Ruby Parker
PO Box 1345
405 W Hermosa Drive
Artesia NM 88211-1345

575-365-6574 Cell
rparkcpa@pvt.net

[EXTERNAL] CRT

Mr. Botello <kmboteja@aztecschools.com>

Wed 11/3/2021 11:32 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a History teacher who has served the public for 30 years in the NM Public school system, I am not in favor of this Proposal because Critical Race Theory (CRT) would only advance controversial agendas and impose their nontraditional values on unsuspecting children in the classroom. This college-level, Marxist and agenda driven theory is not age appropriate for students in public education. Many say it teaches students to be ashamed of this country and to judge each other based on their race. CRT divides our citizens into either victim or villain with no other option. It is, at its heart, racist!

I will not be a part of CRT and if it is adopted in NM, I will never teach this abusive curriculum that has already been clearly debunked and marked as divisive! The author's work has been found to be fraudulent and Historically inaccurate by authorities in higher academia and action was taken against her for her errors!

We (NM) are 50th in our nation as far as education is concerned, and the biggest reason is because we foolishly continue to adopt curricula and programs that have been tried, found lacking, and tossed aside by other states. We need to stop taking other states' rubbish! CRT is another example of this rubbish!

--

Mr. Botello

U.S. History

C.V. Koogler Middle School

"With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds." -- Abraham Lincoln

[EXTERNAL] CRT should not be taught in LCPS

Rocky Ray <rockyanpacnm@gmail.com>

Wed 11/3/2021 11:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We had a presentation at the last school board meeting by someone from Santa Fe. She explained how CRT will be implemented in K-12 when it is inappropriate-as cited in their own presentation. The entire presentation was very deceptive. She was very calm and talked slowly while she presented lies about CRT not being taught when it clearly is part of the new social studies curriculum. Disgusting that the state is backing this. We're 50th in education-51st if you count Puerto Rico-and the focus should be on reading, writing and math proficiency, but very bad people want to inject race and division in our already failing schools, and it needs to stop yesterday (never should have been allowed to even be discussed).

The presentation then said that kindergartners would be taught about identity.

That has ties to Marxism.

They need to learn reading, writing and math. Academics is all that should be taught in schools.

The home is where they can learn about morals, race, gender and identity etc.

Dividing by race and by oppressor and oppressed is disgusting and is only thought of as a good thing by godless people.

The governor's race in VA yesterday shows us that parents roundly reject the teachings of any part of CRT.

We do not want it, as it is a college level topic that needs to be removed from K-12.

Screen shots from the Las Cruces meeting show where the trojan horse of the new social studies curriculum was presented so that CRT can be implemented. (see attached)

Note: I have commented at the last 3 school board meetings and do not intend to stop until the school board hears us parents and our concerns.

Thanks,

Rocky Ray

Parent of 3 in LCPS



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Elementary Themes

Kindergarten

- Theme 1: Roles and Responsibilities
- Theme 2: Myself and My Community
- Theme 3: Needs and Wants
- Theme 4: Spaces and Places
- Theme 5: Social Identity

First Grade

- Theme 1: Living, Learning and Working Together
- Theme 2: Cultures Within Our Communities
- Theme 3: Making Choices
- Theme 4: Interactions with Our Physical Environment
- Theme 5: Multiple Identities

Second Grade

- Theme 1: We the People
- Theme 2: Looking in Our Past
- Theme 3: What We Make and Use
- Theme 4: Cultures and Environment
- Theme 5: Multi-Identity Interactions

Third Grade

- Theme 1: Citizenship
- Theme 2: Global Immigration and Migration
- Theme 3: Global Issues and Events
- Theme 4: Our Changing World
- Theme 5: Global Diversity and Identity

Fourth Grade

- Theme 1: NM Government Past and Present
- Theme 2: Migration and Settlement in NM
- Theme 3: NM Trade and Industry
- Theme 4: Resources and Land Use in NM
- Theme 5: New Mexico Identity and Diversity

Fifth Grade

- Theme 1: Development and Establishment of US Government
- Theme 2: Inequality and Justice in the US
- Theme 3: Human Rights and Economic Development
- Theme 4: Human Impact on Environment
- Theme 5: Identity in Multiple Spaces

Critical Race Theory

- CRT is an academic theory used to analyze major systems in society.
 - At its core, it contends that race is a social construct and racism has impacted policies, systems, and structures much as it has individuals.

Examples

- Criminal Justice System
 - Banking System
 - Housing System
- CRT is **NOT** the same as historically accurate social studies standards.
 - Recognition of the impact of events and people in the past in a more robust way that is about *learning and representation*. Hence the importance of *Inquiry*.
 - **NOT** Culturally & Linguistically Relevant Instruction

[EXTERNAL] proposed social studies standards 2021

Wendy Petersen <petersen_w@aps.edu>

Wed 11/3/2021 1:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have been a high school social studies teacher in Albuquerque since 2000. These standards represent a dramatic change from the previous ones and, as such, deserve careful consideration. My comments are exclusively regarding the high school standards.

1. They are not aligned to the current curriculum. High school U.S. History, for example, begins after the Civil War. This was put into place years ago to avoid duplication of content from middle school U.S. History which is currently pre-European contact through Civil War. This is important as many U.S. history teachers were not able to teach all the standards in the given time frame and many students were missing out on the 20th Century, Cold War etc in both middle AND high school.

2. Most schools have purchased textbooks based on the previous scope and sequence so the additional content isn't covered in teacher/district materials. Will the state allocate new resources to cover those gaps?

2. There are duplications across content/subject areas. For example, both U.S. and World History are expected to cover the Columbian Exchange. Duplication of content results in frustration for the students (Miss, we did this last year) and for teachers, too.

3. The government standards are so vague as to be completely useless in guiding instruction. There is no way a new teacher would be able to look at those standards and know what to teach. For example, I know that the influence of non-elected actors is code for media, interest groups, lobbyists etc. but someone new to the course would not. Checks and balances is not mentioned and the Constitution barely makes an appearance. I do not object to the removal of many of the historical influences - I believe it is more important to students to learn about government in action today.

- The standards aren't even called government. They are titled "Civics" only. Although some schools teach civics, typically to 9th graders, most schools include government as a senior level course. This isn't a course option under the current standards. They will need to change their course handbooks, descriptions etc. since the names/courses do not match. This may seem trivial but the emphasis of civics versus government courses is very different.
- The vagueness makes our job easy in a sense. I can teach just about anything and it will fit one of those standards. But, eventually the political pendulum will swing the other way and End of Course exams will come back. No way can these standards be used by teachers to predict what might show up on an exam. It provides zero guidance or direction.
- Most schools have government as a one semester option - it would be difficult to teach all of these standards well and thoroughly in a single semester.

Please note: I have no problems with the cultural aspects or inquiry aspects, except for concerns about availability of resources and teaching time. These are concerns regarding pedagogy, resources, and curricular alignment. As such, I absolutely cannot support these standards in their current form.

Sincerely,

Wendy Petersen

[EXTERNAL] Social Studies Standards

Tammy Davis <tdavis@bulldogs.org>

Wed 11/3/2021 1:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Sent from [Mail](#) for Windows

Date: November 2, 2021

To: Dr. Kurt Steinhaus, Secretary Designate

Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment

Ms. Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success

Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation

Mr. John Sena, Director of Policy, Innovation, and Measurement

From: Tammy Davis Ed.M

As an educator in the state of New Mexico for almost 40 years, I have been a part of many cycles of standards development and implementation. As a NBPTS teacher, I have developed standards and as an elementary principal I have supported the implementation of standards. While many of these processes have been difficult and required changes in mindset and practice, none have been as concerning and potentially detrimental to the education of our students as the revision of the social studies standards.

While there are many areas of concern about the philosophical underpinnings of the new standards, the developmental appropriateness of some of the new standards, the sheer number of standards, and the standards that are not well-written also raise many red flags. In kindergarten there are 25 standards. First grade has 24 standards while second and third grade has 29 standards. Fourth grade has 26 standards, and fifth grade is expected to address 29 standards. Not only are there more standards to address, but some standards have also dropped to the grade below. For example, creating maps has moved from first to kindergarten. Maps and globes are difficult abstractions for first graders. Why has this moved to kindergarten? This is just one example of the arbitrary changes to the standards.

The kindergarten and first grade inquiry standards appear to have been constructed with no consideration of the developmental level of young learners. An understanding of the difference

between a question and a statement is just beginning to emerge at this age, and yet the draft standards ask 5-year-old learners to recognize a “compelling” question and the relationship between a compelling question and a supporting question. The inquiry standards are especially problematic considering the cognitive and social development of our youngest students.

Myriad reasons support putting on the brakes and reconsidering very carefully these new standards. The ideas of power versus oppression are problematic and encourage a victim mentality that is not good for students from any background. The subtle bashing of the United States as a nation of inequity that supports conflict, for example in fifth grade standard (5.12), is not congruent with the beliefs of many of our communities. The standards are not developmentally appropriate in some instances and they are not well-written. These standards should not be codified in their current form. On behalf of the teachers, students, and parents in our school, I ask that you stop and reconsider these standards.

Thank you for your time and consideration,

Tammy Davis
1708 Runyan
Artesia, NM 88210

[EXTERNAL] proposed social study standards

jean hinlicky <jean.hinlicky@gmail.com>

Wed 11/3/2021 8:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Jean A. Hinlicky, M.D
631 Camino de la Luz
Santa Fe, NM 87505
jean.hinlicky@gmail.com

11/3/21

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

Please consider this letter to be my formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. I am a retired behavioral pediatrician/child psychiatrist, reading tutor and parent who is extremely concerned about the suppression of facts and truth in our country. I raised two children on the principle of truth and fact, even when I didn't like it or agree with it. And I believe that one can only make informed decisions and choices if one is in possession of full factual information. To suppress the teaching of ANY philosophy, piece of history or opinion contributes to brainwashing and poor decision making based on opinions and beliefs. This works against the acquisition of critical thinking skills, which are increasingly lacking in our society. Schools have a unique opportunity to help our children learn to THINK; but to fulfill that mission, we must teach ALL of our history, the good and the bad.

I am writing in support of the proposed social studies standards. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. I believe the K-8 standards and the framework of the 6 strands works beautifully, and also support the high school curriculum. These standards respect the intelligence of children, concentrate on teaching critical thinking, include evaluation of the credibility of data sources, and embrace values that respect different cultures and perspectives. These are admirable standards to which we should all aspire.

They are also quite rigorous and will require a huge amount of energy and work to implement.

My own children had the opportunity to attend a school that did embrace these kind of standards-- they have grown to be amazing critical thinkers; and, just as important, to be inclusive in their approach to other human beings. Had my generation been taught to these standards, I am convinced we would have a healthier democracy.

In closing, I urge the department to adopt the bulk of these standards, with refinements as decided upon by competent reviewers. I hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history and run away from change. The old approach fails to enable children to face the challenges that are ever-present in their daily lives. It also supports a narrow view of a world that is becoming ever more broad and interconnected. Our

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6.29.11 Exhibit_0391

children would be well-served by mastering the standards outlined in this curriculum as they prepare to be effective citizens and problem solvers.

Respectfully,

Jean A. Hinlicky, M.D.

--

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JAH

[EXTERNAL] Comment on PED's proposed new state standards for social studies

Vince Gutschick <vince.gutschick@gmail.com>

Wed 11/3/2021 9:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 2 attachments (85 KB)

Dear PED Staff.docx; Dear PED Staff.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Rule Feedback Staff,

I was just apprised of PED's proposed new state standards for social studies. While I support better standards, these proposals are NOT better - rather, they are far worse. I attach my comments in both .docx and .pdf formats.

Thanks for your attention,
Vincent P. Gutschick

--

Chair of the Board, Las Cruces Academy lascrucesacademy.org

Prof., Emeritus, Biology, NMSU

vince.gutschick@gmail.com (575) 571-2269

If Shakespeare had been able to Google.... oh, never mind - Roy Blount, Jr.

You got to be careful if you don't know where you're going because you might not get there - Yogi Berra

Dear PED Staff,

I was just apprised of the proposed new state standards for social studies. In a word, I'm stunned. My friend who sent me the link to the documentation pointed me to the first-grade standards. Let me offer a few perspectives on them:

The level of concepts that first-graders are presumed to grasp is absurdly high. Students don't learn the sophisticated (sophist?) principles of argument at that age. Learning is incremental. Piaget detailed a lot of it for us. To shoehorn advanced concepts into the standards at the level of first grade is not only self-defeating, it's another bit of destruction of students' critical facilities when they're asked to play a foolish game. (One detail: compelling questions are not always worthy. "Have you stopped beating your wife?") I note that I have the perspective of a lifelong career in both teaching and research*, including 22.5 years teaching biology at NMSU, and I would claim that only a relative handful of college students who rose through the grades in New Mexico schools have demonstrated meeting previous standards to more than single-digit percentage levels. You have a broken system with structural problems (about which you have been told, no doubt); you can't fix it with efforts like these proposed new standards.

The "high-falutin'" language in which the new standards are couched would seem to offer many opportunities for self-congratulation among the standard-setters. The standards, and their language, are ludicrously advanced for young minds as also for the average teacher, or even most of the better teachers. The concepts bandied about remind me of one of my pet peeves in math teaching. Math teachers and standards-setters love to bring in complex numbers as a cutesy exercise. Isn't it great that we can define the square root of a negative number? There's no follow-up, no imparting the information that complex numbers (1) represent rotations in a plane with special arithmetic properties and (2) are of no damned use until you get to the analysis of, primarily, complicated periodic phenomena using calculus.

I offer that PED must face the facts that the current and proposed standards are largely illusory. How else do we explain that students who get "processed" through our school system perform now at the zeroth percentile in a national system that is itself low-ranked among modern nations? I offer a counterproposal to the proposed standards: First, start from scratch and jettison the current effort. Then, get people of high accomplishment in serious studies of how young people learn to watch over the shoulders of any persons attempting to write standards. I do wish you the best of luck doing this important work, but the cart is still before the horse currently.

*OK, my main academic accomplishments from age 18 through age 62 were in hard-core chemistry, physics, biology, and applied fields, earning me a rating among the top 2% of scientists in the world. I mixed teaching and research. I do this now at age 76 with young students in our private school, where I teach middle-school science, computer programming at four levels, world culture at two levels (based in good part on travel in 41 nations), and tennis. I may not always get the lessons pitched at the best level for students to absorb ideas and then develop them on their own, but I do have a good appreciation of student capabilities over a range of ages.

Dear PED Staff,

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[EXTERNAL] Personal Finance as part of Social Studies

Will Rainey <will@bluetreesavings.com>

Wed 11/3/2021 10:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir / Madame,

I understand that New Mexico is one of only 5 states not to include personal finance as part of the education standards.

I have drafted this email to encourage that this is changed and personal finance is included in the education standards.

Importance of Personal Finance

Without any guidance, children are most likely to only see money as a form of spending. With children only seeing money for spending, this will determine their money actions and behaviors, i.e. they will spend their money.

We know that in order to be financially healthy, everyone needs to balance spending and saving their money. For this to happen, there needs to be a place where kids can learn about saving (as they are unlikely to pick this up without some proactively speaking with them). This is why we need personal finance to be included on the education standards.

At present, children will pick up most of their money habits and mindset from observing their parents. As their parents were also not educated on personal finance, we will continue to see a cycle of generations who overspend and suffer the financial stress associated with overspending (e.g. debt).

With the knowledge of saving and understanding the importance of balancing saving and spending, we can ensure the next generation grow up financially healthy.

We have to remember that it is the money habits that kids form that will determine their future financial wellbeing.

Resources for teaching Personal Finance

Over recent years, there has been a substantial increase in the number of resources of schools and teachers focused on personal finance. This includes videos, text books and story books.

These resources allow teachers who may never have been trained in personal finance themselves, to teach the next generation about personal finance with confidence and support.

I would be happy to support in any way possible.

Best regards,

Will

[EXTERNAL] Social Studies Standards Revision 6.29.1.9 NMAC, General Provisions

Barbara Regan <barbararegan40@gmail.com>

Thu 11/4/2021 6:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Sir:

These proposed Social Studies standards do not mention Critical Race Theory(CRT); however, the vocabulary that is used throughout the document ("oppression", "inequality", "unequal power relations", "racism", "injustice") is a clear indication that this proposed revision is a misguided attempt to foist CRT onto our students.

I disapprove of this attempt to perpetuate division and racism in New Mexico. We need standards that celebrate our diversity and shared commitment to work together to solve New Mexico's current problems.

Barbara Regan
9180 Coors Blvd NW #306
Albuquerque, NM 87120

[EXTERNAL] K-12 Social Studies Standards proposal: comment

Elizabeth & Tim <e.eaton.doyle@gmail.com>

Thu 11/4/2021 7:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To All Concerned:

We need more rigorous standards for K-12 Social Studies curriculum. We DO NOT need subversive indoctrination in the form of Critical Race Theory. CRT distorts history in order to show that Americans are racist and always have been. A rigorous curriculum in social studies should focus on events and facts and people, without twisting the information. The "woke" or progressive mindset regarding education is just another temporary fad that will fade when its divisiveness and unfairness become obvious to all. NM education needs to step away from jumping on the fads that derail education. We must keep social studies curriculum apolitical. Indoctrinating our children in CRT is a political action, not education.

e(x)+duc(a)+tion = the act of leading or guiding one out

The newly proposed standards for reworking the K-12 social studies standards do not help "guide or lead students out" to intellectual development nor do they encourage learning of new concepts and skills. They do the opposite: by painting the past with a brush saturated with the current fad of critical race theory, we will be teaching children exactly how they are "supposed to" think about a subject.

**The purpose of education is not to give children a certain slant of how to think about a subject.
The purpose of education is to teach children to think on their own.**

Add rigor to the standards. Do not add political indoctrination to the standards.

Sincerely,

Elizabeth Eaton Doyle

(retired high school English teacher, Roswell, NM, and Rice Lake, WI)

18 Moccasin Trail

Sandia Park, NM 87047

(505) 980-5870

[EXTERNAL] Social Studies Changes

Michael Gentry <mkarm1967@gmail.com>

Thu 11/4/2021 7:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Count my vote as against the proposed changes to NM Social Studies Standards. The inclusion of Ethnic, Cultural and Identity Studies, Diversity and Identity is clearly an attempt to distort racial and gender identity bias to our children. Our country was founded on diversity, attempting to build division with these teachings go against what our founders stood for. Pushing an agenda of inequality, oppression and racism won't change history and will only increase hostility.

Michael Gentry

[Mkarm1967@gmail.com](mailto:mkarm1967@gmail.com)

[EXTERNAL] CRT=New Social Studies Agenda

Scotty Savage <scottysavage51@gmail.com>

Thu 11/4/2021 8:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As I read through this I'm so angry. First zero history is taught until the 5th grade!! Most importantly: Who does the PED think they are to indoctrinate OUR children to their values. Schools are to teach children HOW to think not WHAT to think.

Children are exposed to sex soon enough without you deciding its your job! Who do you think you are to dream up this shameful indoctrination?

Lastly, like all CRT you are doing your best to create more division between races by your attempt to shame white kids for their "whiteness" and put down children of color by teaching them they are being mistreated and have no chance! Most children don't see color, they see the heart. It is teachings like this that create strife! Put people in boxes and they are suspicious of what that other box is doing. Think about how well: "separate but equal" worked. I see what the left is doing and I believe your main goal is the destruction of America.

If you want a good non partisan FREE K-12 Social Studies program take a look at what Hillsdale College offers!

Tell your governor that if she continues down this leftist road she will go by the way of NJ!

I write this, not because I believe for a second you will change, but because I have to make my voice heard!

Sincerely,

Scotty Savage

Portales, NM

PS NM continues to be last in education. Do you think for one minute China teaches this stuff...NO they're teaching science, math, physics so they can continue to own ALL of America! If you really care WAKE up and teach our kids what you're paid to do. Put NM first instead of last by putting control BACK in the hands of locally elected officials!

[EXTERNAL] WSJ.com: History Is on the Ballot In Virginia

Elizabeth Doyle <no-reply@share.wsj.com>

Thu 11/4/2021 8:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please read WSJ article as it applies to the current proposal to add CRT to NM K-12 social studies curriculum. Do NOT add CRT thinking to education in NM.

History Is on the Ballot In Virginia

By F.H. Buckley

Critical Race Theory presents a story of the U.S. much like the one I learned growing up in Canada.

[Read the Article >](#)


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[Opinion | The Biden Democrats Lose It](#)



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[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

JULIA BOWDICH <mailagent@thesoftedge.com>

Thu 11/4/2021 10:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

JULIA BOWDICH
6304 GAMBEL OAK CT NE
ALBUQUERQUE, NM 87111

[EXTERNAL] Social Studies

LARRY ALLEN <larryallen350@cableone.net>

Thu 11/4/2021 10:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The proposed social studies changes are completely unacceptable. They promote racial hatred, a distorted view of American history, and punish patriotism. We need to get back to basics in our schools and quit wasting the student's time on this nonsense.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Linda Zingle <mailagent@thesoftedge.com>

Thu 11/4/2021 10:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Linda Zingle
726 Allendale St.
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Linda Zingle <mailagent@thesoftedge.com>

Thu 11/4/2021 10:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Linda Zingle
726 Allendale St.
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Sarah Potter <mailagent@thesoftedge.com>

Thu 11/4/2021 10:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Sarah Potter
529 Camino del Monte Sol
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Chris Graeser <mailagent@thesoftedge.com>

Thu 11/4/2021 10:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Please add my voice to those urging you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Thank you for considering my comments.

Sincerely,

Chris Graeser
222 Gonzales Road
Santa Fe, NM 87501

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Larry Schuster <mailagent@thesoftedge.com>

Thu 11/4/2021 10:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Larry Schuster
6904 Rosewood, N.E.
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

William Davidson <mailagent@thesoftedge.com>

Thu 11/4/2021 10:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

William Davidson
19 Calle Arbolitos
Placitas, NM 87043-9223

[EXTERNAL] Fwd: Opposition to Revision of Social Studies Curriculum

Billie Waters <billiefwaters@gmail.com>

Thu 11/4/2021 10:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Subject: Opposition to Revision of Social Studies Curriculum

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Faith Hutson <mailagent@thesoftedge.com>

Thu 11/4/2021 10:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or under-banked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of inter-generational poverty. More over, people with little or no knowledge of personal finance fall prey to predatory lenders.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefiting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Faith Hutson
706 S Mesquite St Apt B
Las Cruces, NM 88001-3656

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Nancy Clark <mailagent@thesoftedge.com>

Thu 11/4/2021 10:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Nancy Clark
4205 Coyote Lane
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Eric Rowland <mailagent@thesoftedge.com>

Thu 11/4/2021 10:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Eric Rowland
914 Canyon Rd.
Santa Fe, NM 87501

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Rachel Winston <mailagent@thesoftedge.com>

Thu 11/4/2021 11:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Rachel Winston
2716 Calle de Oriente
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Carol Schrader <mailagent@thesoftedge.com>

Thu 11/4/2021 11:05 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

As a parent of a 19 year old, I worked several years ago to try to find appropriate financial education information for my daughter. I contact her school and our bank for resources, and wasn't given any help. Parents need support with this important part of education.

As a teacher of middle school students, I also see how little real-world knowledge students have in this area. We need to empower our young generation with these important life skills.

Thank you for considering my comments.

Sincerely,

Carol Schrader
2300 W ALAMEDA ST, APT A6, APT A6
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Kenna O'Connell <mailagent@thesoftedge.com>

Thu 11/4/2021 11:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Kenna O'Connell
529 Burma Dr NE
Albuquerque, NM 87123

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Sherry Malone <mailagent@thesoftedge.com>

Thu 11/4/2021 11:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Sherry Malone
po box 670
Abiquiu, NM 87510-0670

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Don Moseley <mailagent@thesoftedge.com>

Thu 11/4/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

If you add personal finance studies to nm high school curriculum, teenagers will realize the consequences of starting a family before they can afford it. It would cause them to value the higher wages of a college education or technical training. I taught a personal finance class for teenagers once and was amazed at the positive response and appreciation from the students, and parents. Call me if I can share my experiences. 949 632 3736. Sincere regards, don Moseley

Sincerely,

Don Moseley
2229 Calle alverado
Santa fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Belinda Herrera <mailagent@thesoftedge.com>

Thu 11/4/2021 11:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Belinda Herrera
12200 Academy Road NE, APT 522
Albuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

John Booker <mailagent@thesoftedge.com>

Thu 11/4/2021 11:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. Let's not make our young people learn this information the hard way!

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

John Booker
1327 4TH ST
Las Vegas, NM 87701-4401

[EXTERNAL] K-12 Social Studies Standards

Jennings, Rick <rjennings@iaee.com>

Thu 11/4/2021 11:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I'm writing to express my concern about the New Mexico Department of Education's proposal to rework our K-12 Social Studies Standards. I think there should be a through public debate regarding what these new standards should contain and what students are required to learn. My understanding is these "new standards" make continual references to inequity, oppression, racism and injustice – words often used to bolster division and racism. As a result, I am against the New Mexico Department of Education's proposal to rework our K-12 Social Studies Standards.

Rick Jennings

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Eugene Farnum <mailagent@thesoftedge.com>

Thu 11/4/2021 11:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Many New Mexicans get themselves over a barrel because they don't know how to analyze the consequences of high interest rates charged by payday loans. They often also don't appreciate the power of compound interest that Albert Einstein called "God's greatest miracle". The proposed High School classes could help all New Mexico families.

Thank you for considering my comments.

Sincerely,

Eugene Farnum
971 B Chicoma Vista
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Claude Morelli <mailagent@thesoftedge.com>

Thu 11/4/2021 11:30 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Claude Morelli
2236 Dietz Pl. NW
Albuquerque, NM 87107

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Meghan Lacounte <mailagent@thesoftedge.com>

Thu 11/4/2021 11:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Meghan Lacounte
509 Rio Vista Dr NE
Rio Rancho, NM 87144

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Karen Milstein <mailagent@thesoftedge.com>

Thu 11/4/2021 11:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Karen Milstein
13 blue Jay drive
Santa fe, NM 87506

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Signe Stuart <mailagent@thesoftedge.com>

Thu 11/4/2021 11:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Signe Stuart
18 Gavilan Rd
Santa Fe, NM 87508-8840

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Thomas Hester <mailagent@thesoftedge.com>

Thu 11/4/2021 11:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I strongly urge you to adopt the recommended revisions submitted by Think New Mexico and to add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fail to include personal finance in its education standards. This means that our schools do not teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or directly entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students whose families may have minimal or no bank accounts. Moreover, many students learning personal finance concepts in school take their knowledge home to parents, grandparents, and other family members.

Think New Mexico's proposed standards would assure that every student has the opportunity to learn essential personal finance knowledge before high school graduation, benefitting them for the rest of their lives.

Thank you for considering my comments.

Sincerely,

Thomas Hester
201 W 19 St
Silver City, NM 88061

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

mailagent@thesoftedge.com <mailagent@thesoftedge.com>

on behalf of

duffworx@earthlink.net <duffworx@earthlink.net>

Thu 11/4/2021 11:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Our citizens, especially those on the low end of the socioeconomic scale, need this training to have a fair shake in an economy which will exploit them if they aren't trained.

Thank you for considering my comments.

Sincerely,

Will Duff
286 Skyland Blvd
Tijeras, NM 87059

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Bill Bright <mailagent@thesoftedge.com>

Thu 11/4/2021 11:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Bill Bright
402 W Morgan Ave
Gallup, NM 87301-6453

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elizabeth Beers <mailagent@thesoftedge.com>

Thu 11/4/2021 11:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elizabeth Beers
84 Pueblito
Socorro, NM 87801

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

hazel Morgan <mailagent@thesoftedge.com>

Thu 11/4/2021 11:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

When students would ask me why we need to study math, the most practical answer was to learn how to budget, make change, balance a bank book, figure out interest rates, learn the consequences of borrowing money, and so forth. Teachers need to have this in their practical application of math lessons, in social studies as a separate class, or an everyday problem solving class. I can guarantee that most children to older teens do not get this information at home!

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

hazel Morgan
9543 Giddings Ave NE
Albuquerque, NM 87109

[EXTERNAL] Fwd: MDS Board Resolution

Robert Jenkins <rjenkins@montedelsol.org>

Thu 11/4/2021 11:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

The Monte del Sol Governing Board passed this resolution unanimously on October 19, 2021.

Respectfully, Robert D. Jenkins

Jr Ph.D.

RESOLUTION

Governing Board of Monte del Sol Charter School

Whereas, after intensive training from the New Mexico Public Education Department, professional educators from all parts of the state have created comprehensive social studies curricular standards for every New Mexico public and charter K-12 school;


Whereas, these standards will improve social studies education for all New Mexico students and families while encouraging critical thinking and exploration for important societal processes in New Mexico, the United States, and the world;

Whereas, the proposed New Mexico social studies standards incorporate concepts centering on social justice and sustainable futures thus reflecting key pillars of Monte del Sol Charter School;

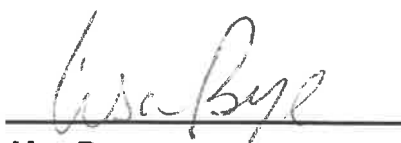
Whereas, the state of New Mexico has demonstrated courage in developing standards in a controversial academic arena that will ultimately encourage civil engagement in a polarized society;

Therefore, be it resolved that the Governing Board of Monte del Sol Charter School fully supports the proposed New Mexico learning standards in Social Studies and encourages the State of New Mexico to adopt them within a reasonable time frame.

Adopted this 19th day of October, in the year 2021.



Robert D. Jenkins, Jr. Ph.D.
President
Monte del Sol Governing Board



Lisa Bye
Secretary
Monte del Sol Governing Board

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elizabeth Beers <mailagent@thesoftedge.com>

Thu 11/4/2021 11:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elizabeth Beers
84 Pueblito
Socorro, NM 87801

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elmer Veeder <mailagent@thesoftedge.com>

Thu 11/4/2021 11:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elmer Veeder
1405 E Florida St
Deming, NM 88030

[EXTERNAL] comments

Thomas McConnell <tmcccon@unm.edu>

Thu 11/4/2021 12:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Thomas McConnell <tmcccon@unm.edu>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Critical Race Theory is a device being used by socialists (the term progressive is simply a way to confuse the ignorant) to propagandize the young and the ignorant. Notice I did not use the word dumb.

Discussion of "inequity" instead of "inequality" is another example. Racism exists on both sides of the social argument. "Oppression" is another example of confusing the ignorant. In particular, we believe that parents have a great deal to say about how and what is taught in any of our schools. We believe that the teaching of gender and equity are examples of subjects best left to parents at home, and not in schools where 80% of the teachers are socialists (liberals, progressives, democrats - different words describing the same ideologies).

"Climate disruption" (page112) is a distortion of the term climate change, which is real, and has been ongoing since the beginning of time. Man-made climate change, however, is a political idea and not a fact. It masquerades as something human beings can do something about. It is a great political scare tactic, like the Covid pandemic.

Scaring and intimidating people is not the humane way to convert people's thinking. The use of rational arguments is the way to explain.

Although much of the 122 pages appear to be legitimate subjects for open and non-judgmental methods of educating our children by non-ideologue teachers, we must let the parents decide how to educate their offspring.

Thomas McConnell MD, UNM Professor Emeritus

Mary McConnell, housewife, mother, grandmother and great-grandmother

[EXTERNAL] Social Studies Changes

James Salazar <salazarjames@comcast.net>

Thu 11/4/2021 12:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I am vehemently apposed to the teaching of "Critical Race Theory". CRT is duplicitous. To add CRT to a Social Studies curriculum would be propagandizing our students and not educating them.

We should be teaching our children HOW TO THINK, NOT WHAT TO THINK.

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed changes to NMPED Social Studies Standards, 6.29.11 NMAC

J R Brown <hwmirar@gmail.com>

Thu 11/4/2021 12:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to express my absolute support for the proposed changes to the Social Studies Standards. I am a retired NM district judge living in Albuquerque. I find the open-ended, problem solving approach of the proposed standards to be a valuable change for our students.

In contrast with portions of the existing standards (as with many such standards that exist around the country and the world) the existing standards could be seen as primarily teaching discreet facts. This is in sharp contrast with the proposed standards which seek to give students the necessary tools to encourage them to ask questions, develop sources, evaluate those sources, and arrive at their own conclusions. Furthermore, the proposed standards require historical, social, and political honesty. Finally, the proposed standards lead ultimately to students endeavoring to address civic problems on their own terms.

I have scanned several of the public comments in the record and find the objections related to Critical Race Theory and other similar politically based complaints miss the mark. First, these objections demonstrate a complete lack of understanding of CRT. But more importantly these commenters seem to be suggesting that our Social Studies Standards should avoid messy, embarrassing historical facts. This would be a serious gap in the education our students receive and prevent any chance of learning from our past mistakes or achieving better results in the future.

I do find several requests to extend the public commentary period to have some merit. While I feel comfortable with the proposed standards, I can understand why some might feel more time as well as more discussion could be useful. Educational standards have gained interest in the last few months, especially more recently. More time, discussion, and explanation may not change all the critic's minds but any argument that the decision was rushed could tarnish an otherwise worthy change.

Thank you for considering my comments.

J R Brown

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Albert maze <mailagent@thesoftedge.com>

Thu 11/4/2021 12:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Albert maze
308 spruce lane
Taos, NM 87571-6561

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Rhonda Berger <mailagent@thesoftedge.com>

Thu 11/4/2021 12:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Rhonda Berger
1331 Tesuque Dr
Española, NM 87532-3295

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elaine Del Valle <mailagent@thesoftedge.com>

Thu 11/4/2021 12:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Please consider PLAY voting booths in kindergarten and reinforcing smart use of money earlier.

Sincerely,

Elaine Del Valle
147 Calle ojo feliz
Santa fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Melissa Beery <mailagent@thesoftedge.com>

Thu 11/4/2021 12:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Melissa Beery
842 CAMINO CONSUELO
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

John McDermott <mailagent@thesoftedge.com>

Thu 11/4/2021 12:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

John McDermott
1601 Wilderness Gate Road
Santa Fe, NM 87505

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Bobby A Little Bear <mailagent@thesoftedge.com>

Thu 11/4/2021 12:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

As an educated business owner and NMSU instructor, I see first hand the critical need for Personal Finance curriculum in High Schools in New Mexico. This has been evident in my personal interactions and during discussions with New Mexico banking professionals. I implore you to take these appropriate actions today to help our graduating youth. This critical group desperately needs the skills to protect, invest and grow their finances to protect their future.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Bobby A Little Bear
117 Silver Ave
Grants, New Mexico 87020, NM 87020

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Joan Murphy <mailagent@thesoftedge.com>

Thu 11/4/2021 12:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

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Thank you for considering my comments.

Sincerely,

Joan Murphy
3260 Calle de Molin
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Mary Walgenbach <mailagent@thesoftedge.com>

Thu 11/4/2021 12:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I didn't receive financial education much beyond bookkeeping (graduated in 1963) but it at least gave me the tools to track my spending and budget for tomorrow.

Thank you for considering my comments.

Sincerely,

Mary Walgenbach
112 W Cloud Song
Santa Teresa, NM 88008

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Cathy Kumar <mailagent@thesoftedge.com>

Thu 11/4/2021 1:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Cathy Kumar
520 Los Ranchos
Los Ranchos de Albuquerque , NM 87107

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Luz Sweet <mailagent@thesoftedge.com>

Thu 11/4/2021 1:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Luz Sweet
PO Box 3271
Taos , NM 87571

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Colton Miller <mailagent@thesoftedge.com>

Thu 11/4/2021 1:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Colton Miller
3431 Anderson Ave SE Apt K
Albuquerque, NM 87106

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Cheryl LaCounte <mailagent@thesoftedge.com>

Thu 11/4/2021 1:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

Cheryl LaCounte
703 Wingfield Street
RUIDOSO, NM 88345

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

CHRISTOPHER LACOUNTE <mailagent@thesoftedge.com>

Thu 11/4/2021 1:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering my comments.

Sincerely,

CHRISTOPHER LACOUNTE
703 WINGFIELD STREET
RUIDOSO, NM 88345

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Pat D <mailagent@thesoftedge.com>

Thu 11/4/2021 1:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Your covid mandates are a violation of human rights. Your days are numbered because i will not vote for you or your tyranny. You know that any shitty policy you enact will not cover up what you are a NAZI! Remove your mandates or you will lose your job next nov. I guarantee it.

Sincerely,

Pat D

Po box 72945

Alb, NM 87195

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Cheryl L Williams <mailagent@thesoftedge.com>

Thu 11/4/2021 1:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty. It will help our citizens to be aware when they are being taken advantage of financially such as with high interest quick loans.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Cheryl L Williams
637 W Meadowlark Ln
Corrales, NM 87048

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Steve Dulfer <mailagent@thesoftedge.com>

Thu 11/4/2021 1:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

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Thank you for considering my comments.

Sincerely,

Steve Dulfer
2064 Paseo Primero
Santa Fe , NM 87501

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Mary McGuire <mailagent@thesoftedge.com>

Thu 11/4/2021 1:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

We need to do better for our children. Don't water this down, follow Think New Mexico's proposal. Our kids deserve nothing less.

Thank you for considering my comments.

Sincerely,

Mary McGuire
35 Via Tessera
Santa Fe, NM 87507

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Larry Gioannini <mailagent@thesoftedge.com>

Thu 11/4/2021 1:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Larry Gioannini
205 hoagland rd
las cruces, NM 88005

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Michael Gregory MD <mailagent@thesoftedge.com>

Thu 11/4/2021 1:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Michael Gregory MD
107 Paseo Del Pinon
Santa Fe, NM 87508

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Suzanne Rodriguez <mailagent@thesoftedge.com>

Thu 11/4/2021 2:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Suzanne Rodriguez
305 DON FERNANDO RD
Santa Fe, NM 87505

[EXTERNAL] No to changing Social Studies Standards

Tom Meadows <tomeadows@hotmail.com>

Thu 11/4/2021 2:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Marxist/Socialist ideology does not have a place in NM Public Schools.

Teach are kids to think, not indoctrinate them into political & social hate of one another.

Thomas E Meadows

2502 N Crow Circle

Carlsbad, NM

Get [Outlook for iOS](#)

[EXTERNAL] Proposed Social Studies Standards

Barbara Schroder <barbs1@bway.net>

Thu 11/4/2021 2:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to comment on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced by 6.20.11, Social Studies.

I am a retired Anthropologist and teacher educator, currently volunteering in Santa Fe public schools. I write in support of the proposed new Social Studies Standards. If enacted, they will put New Mexico at the forefront of social studies education in this country. They will help us to to prepare a citizenry that is capable of facing the serious societal challenges we currently confront, including racial, ethnic and class conflict and environmental destruction. The proposed standards encourage students to develop their own inquiry and critical thinking skills, teach respect for ethnic and cultural differences, provide a truly global perspective on history, and delve deeply into the multi-faceted causes of important historical events. All New Mexican students, regardless of their socio-economic status, or of their ethnic, racial or national origin group, or of their gender, will find themselves and their cultures and histories treated with respect and understanding here. This respect for multiple perspectives is the first step in building a healthier democracy.

I urge the PED to adopt these standards, to give our children the intellectual tools they will need to build a brighter future for all of us.

Sincerely yours,
Dr. Barbara Schroder
Santa Fe

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Lawrence Fricke <mailagent@thesoftedge.com>

Thu 11/4/2021 2:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Lawrence Fricke
8905 Hilton Avenue NE
Allbuquerque, NM 87111

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Bo Bergstrom <mailagent@thesoftedge.com>

Thu 11/4/2021 2:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Bo Bergstrom
30 Village Rd.
Silver City, NM 88061

[EXTERNAL] Social Studies Standards "rework"

Kenneth Ross <kne89@comcast.net>

Thu 11/4/2021 3:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

New Mexico PED,

After reviewing the proposed standards for Social Studies for the upcoming year, it appears to be a well thought out plan and encourages awareness of complex accurate history, cultures, citizenship and overall forming ideas over time of what it means to be American and how we got where we are. I was pleased to see plans for students developing the ability to compare, analyze and develop individual ideas and thoughts. Nowhere did I see any concepts "forced" upon students nor imposing ideology onto students.

Additionally I think it would be a good idea to initiate Civics courses prior to High School in order to begin student knowledge of how our governments work before the students encounter new social environment adjustments required for high school.

Thank you,
Eileen Ross
Albuquerque, NM

[EXTERNAL] Proposed new NM state standards for social studies - my feedback

Nancy Oakes <neoakes08@gmail.com>

Thu 11/4/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I fully support the proposed new social studies standards K-12 for New Mexico. They have been thoroughly and thoughtfully prepared and deserve the support of New Mexicans. Thank you to those involved.

Nancy E. Oakes
4509 Topaz Ave NW
Albuquerque NM 87114
505-331-1371

[EXTERNAL] Proposed New Social Studies Standards

Esther Kovari <ekovari@montedelsol.org>

Thu 11/4/2021 3:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have taught Social Studies in New Mexico since 2005, after a lengthy career in small business development and agricultural marketing. I am happy to see that the state of New Mexico has invested in creating new standards that respond to our changing world, and that incorporate our developing understanding of the past.

I am pleased to see many of the changes, and particularly the following:

1. The standards for teaching High School World History, which in the past were very Euro-centric (focused on the history and influence of Europe in the world), have now been expanded to more fully reflect the history and influence of the other regions of the world.
2. The US History standards have been expanded to include the significant impact of US Cold War policies on the countries of Latin America, and in general to more critically evaluate US Cold War policies worldwide, and consider their consequences. Understanding these policies is essential to understanding the context of the world we live in today.
3. I appreciate the increased emphasis in the proposed US and NM History standards on the experience of groups, such as women, people of color, LGBTQ people and others, whose voices have been neglected in traditional history classrooms. Bringing these voices to more prominence is not only important to understanding the past more fully, but is also essential to the project of fostering the values of a democratic and engaged citizenry amongst the diverse students of our state.

However, the proposed High School Economics standards do not appear to be much of an improvement over the ones currently in place. The proposal is a list of 175 separate standards; this is not realistic, given that Economics is generally a one semester high school class. The standards are not organized by theme or topic, making them hard to use. They are largely based on neoclassical economic theory, which is certainly not the only way to understand how economies work, based as it is, on inaccurate assumptions about human behavior, and neglecting, as it does, the key importance in economic systems of unequal power relations between economic actors.

The proposed Economics standards also largely leave out the elements of personal finance that are included in our current standards. In my view, the teaching of personal finance to high school students is essentially important, equipping them with the practical knowledge and skills needed by ALL adults to navigate their world. Many students have noted that my personal finance class was the most useful class they had in their high school career.

I support the project of developing new Social Studies Standards, and appreciate the opportunity to give my input.

Esther Kovari, Social Studies Teacher
Monte del Sol Charter School
Santa Fe

--

Esther Kovari, Monte del Sol Charter School

[EXTERNAL] Support for Social Studies Standards Changes

Rhonda Crespo <rkwcrespo@gmail.com>

Thu 11/4/2021 4:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Rules Committee,

I am writing in support of the proposed changes to the state of New Mexico social studies curriculum standards. I am the parent of five children who have attended public schools in New Mexico. Two of my youngest children will benefit from the proposed educational changes. I urge the Rules Committee to please adopt the newly drafted social studies standards that teach tribal sovereignty, social justice, and sustainable futures.

Thank you,

Rhonda Crespo

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Michael Sauber <mailagent@thesoftedge.com>

Thu 11/4/2021 4:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I'd like you to support personal finance in our state educational system. It's hurting our economy and is morally wrong to send kids out into a world with credit sharks and the like. If students became knowledgeable about financial issues, they will make good decisions and become more productive citizens.

Sincerely,

Michael Sauber
4531 Eddie Ward Way
Silver City, NM 88061

[EXTERNAL] Proposed Addition of Financial Literacy to NM Social Studies Standards

Keith Julian <mailagent@thesoftedge.com>

Thu 11/4/2021 5:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I urge you to adopt the revisions to the proposed NM Primary and Secondary Standards for Excellence in Social Studies as submitted by Think New Mexico and add these Personal Finance and Financial Literacy standards to the revised Economics standards being proposed for 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are inexperienced with the complexity and nuances of financial management. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Sincerely,

Keith Julian
1036 Red Oaks Loop NE
Albuquerque, NM 87122-1340

[EXTERNAL] Deming Public Schools Resolution, Proposed Social Studies Standards

Vicki Chavez <vicki.chavez@demingps.org>

Thu 11/4/2021 5:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>

📎 1 attachments (332 KB)

2021 SS Resolution (002).pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening,

Please see the attached resolution from the Deming Public Schools Board of Education for entry into public comment regarding the proposed Social Studies Standards, NMAC 6.29.11.

Respectfully,
Vicki Chavez



Vicki K. Chávez
Superintendent
Deming Public Schools

Growing Champions...Every Student...Every Day!

Disclaimer: This message and any attachments are intended for the use of the addressee(s) only and may be confidential and/or legally privileged. If the reader is not the intended recipient, DO NOT READ, notify sender and delete this message. In addition, be aware that any disclosure, copying, distribution or use of the contents of this message is strictly prohibited. The contents of this message, while possibly falling under the exceptions of the Inspection of Public Records ACT [NMSA Chapter 14, Article2] may be subject to inspection by the public.

**Resolution of the
Deming Public School District Board of Education**

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous COVID 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the COVID 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Deming Public School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now Therefore, be it Resolved, the Board by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Signed this 28th day of September, 2021.

Respectively submitted,

Deming Public School District Board of Education



Amy Delaney-Hernandez, President

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

george thomas <mailagent@thesoftedge.com>

Thu 11/4/2021 6:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

george thomas
4221 High Mesa Rd SE
rio rancho, NM 87124

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Stan Bies <mailagent@thesoftedge.com>

Thu 11/4/2021 7:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I have studied this issue closely and after serious consideration I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. This is a must have skill. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Stan Bies
2849 La Luz Circle NE
Rio Rancho , NM 87144

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

David Shavor <mailagent@thesoftedge.com>

Thu 11/4/2021 8:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

David Shavor
po box 670, 170 Buffalo Trail
Abiquiu, NM 87510

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Frank Leech <mailagent@thesoftedge.com>

Thu 11/4/2021 9:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

New Mexico young people are graduating high school with 'near the bottom' skills in Math and Reading. Having basic Personal Finance Skills would be at least help them better survive in the real world.

So, I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

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Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Frank Leech
8600 Tierra Bonita PL, NE
Albuquerque, NM 87122

[EXTERNAL] PED social studies

Michael Gustin <mikegustinre@gmail.com>

Fri 11/5/2021 7:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strictly oppose the PED trying to rework the social studies curriculum. We all know what the real reason is and it's wrong.

Sent from my iPhone

[EXTERNAL] Proposed changes in social studies

Dani-su B <dsbason2016@gmail.com>

Fri 11/5/2021 8:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have two children that attend school in Grant county. If this is implemented in their schools. I will pull them and homeschool, if not completely move to another state that doesn't teach division, and where parents have a say in their children's education. That will be two less children the schools will get funding for. You do not have a right to teach my children division when they have been raised to love all, and that includes loving themselves. The school system is already horrendous in this state, your proposals are going to make it worse. My kids will be better off homeschooling instead of hating themselves and their history.

Sincerely,
Concerned parent
Grant county NM

[EXTERNAL] New PED curriculum

Jamie Pack <jepackman@outlook.com>

Fri 11/5/2021 8:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

It is vital to give families and lawmakers ample time to review the planned new curriculum that is "quickly" going to be imposed on our students. Something this important should never be pushed through the system. Things that will be addressed in this curriculum are anti-American! True history and true facts should be taught, not some leftist theories!!

Proud to be true American citizens!

Jamie & Lori Pack

Sent from my iPhone

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Martha Novak <mailagent@thesoftedge.com>

Fri 11/5/2021 9:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Martha Novak
329 Sierra Place NE
Albuquerque, NM 87108

[EXTERNAL] New Ped curriculum

Dawn Stradford <dstrad625@gmail.com>

Fri 11/5/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Orion Stradford <osocc2012@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please note I oppose the false and decisive proposed PED curriculum. As a fifth generation New Mexican and Historian I object to the falsehoods presented in the materials. This is not History or Social Studies. This is Marxist's indoctrination. This is against the teachings of Martin Luther King. Our state and country's histories aren't perfect but it is beyond arrogant to judge historical figures by today's standards. My family fought and died for the constitution of the United States of America and I will not let their sacrifices be in vain. This proposed curriculum seeks to destroy our nation and poison our children. This is abuse plain and simple. This is not education. These proposed changes are disgraceful and you should be ashamed.

Your constituent and tax payer.

[EXTERNAL] Changes to Social Studies Standards

mayberry@plateautel.net <mayberry@plateautel.net>

Fri 11/5/2021 9:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I would like to voice my concerns on the proposed changes to the social studies standards and to the manner in which these changes are being rushed through the system.

Although there are certainly modifications that would be beneficial to our social studies curriculum, the current proposal goes far beyond any changes that are prudent. The greatest strength of any country is to be able to unite behind beliefs that promote freedom of each individual, dignity of human life, and a cooperative spirit for society. The current proposal foregoes these strengths in an effort to Balkanize our culture, to divide people and force them in groups, to place blame and find fault. I am fully opposed to implementing the new standards as proposed.

My second comment is directed at the process by which these standards are being implemented. Good ideas will stand the test of time, and if these standards are able to stand up to strict scrutiny and a full understanding of their implications, they will endure. Time should be allowed for school districts to properly study the proposal, provide comments, propose changes, and garner informed feedback from parents before any change is made. To limit public input only promotes the idea that our state government has abandoned the people in pursuit of its own agenda. The process of making such a large change to the social studies standards should be well evaluated with an eye to how it will affect the future of our united culture.

Sincerely,

Bob Mayberry
Artesia, NM

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Scott Havemann <mailagent@thesoftedge.com>

Fri 11/5/2021 9:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

I don't see the downside in requiring students to be provided simple real life lessons that could save them thousands of dollars over their lifetime and keep them from making short term mistakes with long term consequences.

Thank you for considering my comments.

Sincerely,

Scott Havemann
1615 Sereno
Los Alamos, NM 87544

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Suzie Havemann <mailagent@thesoftedge.com>

Fri 11/5/2021 10:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

I graduated from Los Alamos High School in 1980 and was fortunate to then graduate from UC Davis with the equivalent of a business degree. I eagerly took an elective course in Personal Finance and couldn't believe all I did not know. As I moved into adulthood, so to speak, and had to navigate rental agreements, tax time, my first home mortgage, and 401K opportunities, I was amazed again about how much I had to learn. More so, I was saddened by how little my friends and roommates knew; a few of them are carrying debts to this day.

Then, my sons graduated Los Alamos High School in the 1990's and the cycle repeated itself. While we did a relatively decent job teaching them about job applications, budgeting, managing a bank account, and savings, we did not teach them about the equally important skills of understanding compound interest rates, credit, investing, insurance, mortgages, etc.

We need to level the playing field so that ALL our students graduate with the knowledge they will need to proceed to the next stage of being independent young adults in our communities. They need to feel confident in reviewing a lease agreement, a car purchase document or loan agreement, a 401K option from their employer, tax returns, etc.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for your service and your consideration.

Sincerely,

Suzie Havemann
1615 Sereno
LOS ALAMOS, NM 87544

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

shirley anderson <mailagent@thesoftedge.com>

Fri 11/5/2021 10:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

shirley anderson
2180 W. Alameda#11, ,
Santa Fe, NM 87507-9034

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Mary Mumford <mailagent@thesoftedge.com>

Fri 11/5/2021 10:32 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Mary Mumford
2709 Calle Cedro
Santa Fe, NM 87505

[EXTERNAL] SFPS Comments Regarding Proposed Social Studies Standards

Ruth Williams <rwilliams@sfps.k12.nm.us>

Fri 11/5/2021 10:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM Public Education Department,

Please accept the following comments from the Santa Fe Public Schools regarding the proposed social studies standards, 6.29.11 NMAC, Social Studies.

The Santa Fe Public Schools urges the New Mexico Public Education Department to adopt the proposed New Mexico Social Studies Standards. Students in our district and the state are counting on us to help them be able to understand the current realities of their world. The proposed standards provide an essential framework for a comprehensive, factually accurate social studies curriculum and support student learning by incorporating the skills that are necessary for accessing and thinking critically about the content.

Through the standards, which expand the scope of facts and stories about the people who underlie them, students will examine the historic, political, social, anthropologic and economic forces that shape people's lives.

The proposed standards include Ethnic, Cultural & Identity Studies standards, which encourage students to explore the differences and similarities between themselves and others.

Given New Mexico's cultural richness, the new standards seek to ensure that one culture is not prioritized over any of the others. Likewise, the new standards expand the historic narrative of the United States of America so that it is not limited to one group or another.

Additionally, the proposed standards are built around vital questions, including: How can students learn about themselves, their families, their classmates, neighbors and the greater world if they do not see themselves and their various cultures and identities represented in the discussion? The commonalities between people are greater than the differences, but how can students discover this if they don't have access to information that is factually accurate and comprehensive?

Importantly, the proposed standards provide for truth-telling in the space of social studies. They are not critical race theory, which is not historically accurate social studies and is employed in higher education by researchers who analyze major systems in society, and they are not curriculum and instructional materials, which are the purview of local districts and charter schools.

What the proposed standards present is the people's history, as defined by Howard Zinn, which "flips the script," looking "at history from the standpoint of the workers and not just the owners, the soldiers and not just the generals, the invaded and not just the invaders" so we can see society more fully.

How they work

Students will be able to consider, "Why is that?" when encountering facts. Homeownership, for example, is a pressing issue in New Mexico. According to a 2020 report by the Federal Reserve, homeownership varies by race. Within the group of homeowners aged 35-54, 73% of Whites own a home, 52% of Hispanics own a home and 50% of Blacks own a home.

Students using the standards can learn how these facts are related to the data about wealth and homeownership. They might consider, for example, that according to History.com, "By the early 50s, only 2 percent of homes built with government-backed mortgages since World War II were occupied by African Americans or other minorities." Again, they might ask, "Why is that?"

The proposed standards align with the mission of the Santa Fe Public Schools: to ensure every student a safe, high-quality and engaging education which values diversity, equity and social justice and fully maximizes District and community resources.

The social studies standards, which were last updated in 2009, date to the 1990s. Consider all that has happened in our state and country since then: the Great Recession, momentous presidential elections, deep reckoning in race relations and a pandemic. The proposed standards meet our current needs for student learning and hold the promise of furthering understanding and respect in our state, region and nation.

The Santa Fe Public Schools endorses these standards because our students must be grounded in a study of "social relationships and the functioning of society" that helps them make meaning of the past and present and the future that awaits them.

These comments are being sent on behalf of Superintendent Hilario "Larry" Chavez. For additional information, please feel free to contact me or Superintendent Chavez, who can be reached at hilchavez@sfps.k12.nm.us or (505) 467-2003,

Sincerely,

Ruth Williams

--

Ruth Williams
Chief of Staff

[Santa Fe Public Schools](https://www.sfps.k12.nm.us)
[610 Alta Vista Street, Santa Fe, NM 87505](https://www.sfps.k12.nm.us)

505-469-9986

rwilliams@sfps.k12.nm.us

**Disclaimer: This message and any attachments are intended for the use of the addresses(s) only and may be confidential and/or legally privileged. If the reader is not the intended recipient, DO NOT READ, notify sender and delete this message. In addition, be aware that any disclosure, copying, distribution or use of the contents of this message is strictly prohibited. The contents of this message, while possibly falling under the exceptions of the Inspection of Public Records ACT [NMSA Chapter 14, Article2] may be subject to inspection by the public.

[EXTERNAL] Proposed Social Studies Curriculum

handsdeb <handsdeb@gmail.com>

Fri 11/5/2021 11:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in my full support of the proposed, inclusive, social studies curriculum for grades K-12. Please do not be intimidated by people protesting it because of fears ginned up by those opposed to including all people.

Thank you,

Debbie Hands
Las Cruces

[EXTERNAL] Feedback on proposed social studies curriculum

Sandra Forquer Dransfield <sandra.forquer@gmail.com>

Fri 11/5/2021 11:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sandra Dransfield, PhD

President: Indivisible SOS Santa Fe

96 Avenida Aldea

Santa Fe, New Mexico 87507

Email: sandrea.forquer@gmail.com

November 5, 2021

John Sena

Policy Division

New Mexico Public Education Department

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

Please consider this letter to represent the comments of Indivisible SOS Santa Fe on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**. Indivisible SOS Santa Fe is an organization of more than 80 women active at national, state, and local levels to protect democracy, and advocate for policies that decrease inequality as well as protect civil rights and our planet. We are education, business, healthcare, behavioral health, public service, science and legal professionals and artists. We are mothers and grandmothers concerned about the future for our children and future generations. **These proposed social studies standards are critically important and we support them.**

We commend the PED for undertaking these revisions. We are favorably impressed by the scope of work undertaken by the committee that drafted them and appreciate that these standards (i) respect the intelligence of children, (ii) provide a historically accurate presentation of New Mexico, United States, and global events, and (iii) emphasize teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives. We believe that children will be better prepared to make decisions, participate in civil society, contribute to their communities, and negotiate in their best interests as a result of having been taught to these standards.

In the rest of this letter, we respectfully suggest the following refinements to the proposed **6.29.11.6** standards:

1. In addition to the focus on similarities and differences among individuals and groups in the Ethnic, cultural, and identity strand, we hope you will introduce universal qualities that make us all human

(e.g., life cycle, emotions) and revisit similarities, differences and universalities at least every other grade to create a strong foundation for building identity, empathy and respect.

2. It is necessary to explicitly introduce conflict and conflict resolution under the Civics strand, including conflict resolution skills, providing opportunities for practicing those skills. Such a unit should begin with simple conflicts on the playground and in the family, and then advance to more difficult and complicated levels. The references to “reconciliation” in the standards require these skills, and we would like to see them become integrated into the culture as well as the curriculum of schools.
3. In the Civics “strand”, introduce the concept of a “social contract” by the third grade and reinforce with historical themes in US and World History in middle and high school grades. The “social contract” sets forth the need to balance individual wants and needs against those of the community and national welfare. It is critical that children be able to think about how complicated this balancing is as they explore economic incentives and the functions of government. This should be integrated into the performance standards that address the role played by rules and laws.

Middle and High School Standards

The standards for these years cover an enormous range of subject matter. Providing additional structure would help to clarify how they are to be implemented. For example:

- Distinguish between the content and subject matters that must be covered, and the exploration of themes and skills that may allow teachers and individual students to make choices to study selected areas in greater depth.
- We are concerned that there will not be sufficient time and resources to cover the entire scope of these standards without some assignment of priorities. To preserve the integrity of the standards, we would prefer to see omissions from the standards because of time constraints rather than leaving the decision of what to omit to individual teachers and/or schools.

6.29.11.21 US History

We would like to see more attention given to key US Supreme Court decisions, particularly related to civil rights (including race, national origin, religion, women, indigenous people, disability, LGBTQ) after the civil war. The role of the US Supreme Court in resolving different results reached by state courts or by different federal appellate courts is critical to understanding many current conflicts as well as what it means to be a democratic nation.

6.29.11.22 World History

We would like to see more direct attention to the history of colonization across the globe, both in the Geography and History strands. As written, colonization is addressed under the Ethnic, cultural and identity strand only. Consistent with the guideline provided by PED to have historically accurate standards that are not Eurocentric, it is important to give greater attention to Africa and a broader representation of Asian countries and religions. Understanding the history and consequences of colonization (not just European colonization) is critical to a historically accurate understanding of wars and global economics and conflicts.

In closing, we urge the PED to adopt these standards, with the refinements set forth in this letter. Furthermore, we note that objections to these standards that reference “critical race theory” are not grounded in an accurate understanding of either “critical race theory “ as taught in law schools or the proposed standards. These standards are not derived from, nor based on, any “critical race theory” courses or units within courses, which are generally found only at the graduate school level. Similarly, objections to these standards that assert they are biased or partisan in nature, or somehow negatively

affect a child's love of country, are not grounded in fact. Learning how to think critically does not mean rejection of points of view or values but rather enables each person to think for his or herself and come to his or her own conclusions.

The Eurocentric approach adopted in current and earlier social studies and history standards represents a biased approach to education that effectively excludes the contributions of many of our children and omits important parts of our history. These standards are inclusive of **all** people who have contributed to New Mexico and United States history, and these contributions are honored by the standards in a manner that should allow our children to appreciate different viewpoints, even when they disagree. These standards provide an excellent foundation for citizenship in a democracy that has been, and will continue to be, challenged, as global climate change and economics bring the world closer together and increase the threats of potential conflict and competition for resources.

We again thank the teachers and advisers to PED for their excellent work

Respectfully,

Sandra Dransfield, President, Indivisible SOS Santa Fe

[EXTERNAL] Proposed SS Standards

Thomas Francl <thoma.francl@gmail.com>

Fri 11/5/2021 12:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am impressed by your effort in developing a quality education plan for our community. It appears to be quite complete, although there is too much focus on social behavior. I suggest that students learn the hard aspects of living in addition to interpersonal relationships. I have comments in three areas.

Economics

There needs to be a module on personal finance. Children today have no clue what a checkbook is and that it's still widely used. They use Venmo, Apple Pay, and so on and it seems that their only concern is how much they have left to spend. They tend to go for short-term satisfaction, such as Starbucks, Imported kale from Andorra, or a new pair of sneakers. If the Grateful Dead suddenly come to town, their only option is to beg the "Bank of Daddy" for admission money, because they don't have enough left in their account. This cycle of cash flow follows them into adulthood and why our neighbors rely on credit cards to pay for basic needs. They can't afford a house, let alone a used car because they're living "in the moment" unaware that they may need an emergency auto repair.

Geography

Teach the basics first. Where and what makes up our planet. Many adults can't even locate Canada on a map, let alone, know the difference between longitude and latitude.

Inquiry

Emphasize how and why they must seek different viewpoints. Too often, they believe what their Twitter friends are saying and go down a path that they believe in. If their parents watch MSNBC, for example, the children need to seek opposing views from FOX and talk radio. They become ill-informed as a result and don't understand what they believe may not be true. Feelings become facts in their mind. I am now hated by a young adult after I stated that Black Lives Matter co-founders were Marxists knowing that Karl Marx was the father of communism. It's a fact that Patrisse Cullors stated in a 2015 video that they were "trained Marxists" but she thinks I'm a racist. Maybe she believes that communism is a great solution for the ills of our country.

--

Thomas Francl, MBA, CMA, GSD
760.751.1111

[EXTERNAL] input

Robert Wood <robwood@wwdb.org>

Fri 11/5/2021 12:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Rule feedback:

Attempting to establish socially just teaching is an absurdity in and of itself. In these United States, Justice is deemed to be without preference or prejudice. Social Justice is some messed up thinking that justice is possible "with" preference and prejudice.

My suggestions:

All cultures are based on religious practices of a multitude of past beliefs and unless those beliefs/practices, from a historical perspective, are solidly included no culture can be understood leaving any study confusing and divisive at best.

I often use the Spain, Catholic Church, Aztec and then the resulting Mexico and the Christo Paganism adopted as a local example of culture defined through conquest but you can imagine the confusion if one has to include all the Afghans we now have coming into our educational system. They also must be included amongst a multitude of other nationalities recently arrived. The age old racial conflicts in the U.S. that a few loud voices want to perpetuate to give themselves significance is way past relevance.

The history predating America being settled of the warring, slaughtering, enslaving and forced impregnation of our indigenous people in and amongst the variety of tribes themselves is a fine example of the future cultural confusion of students especially in our state with its variety of Native American Tribes who did such things. Then consider the East Coast tribes stretching on up into Canada. They were all nomadic people that carried and forced their cultures and religious practices on other tribes just as modern man has.

The prime culture that holds any relevance must be explored through the teaching of American Culture. A good start would be Wilfred McClay's 2019 American History book, "Land of Hope" as a format for preparing all educators for any culturally inclusive studies because America is the most included multi cultural nation in the world.

If anything at all is adopted it must be an accurate historical perspective on all cultures that comprise the America of today and not just teaching of apparently down trodden cultures that are gasping for air as more cultures fold into the making of American Culture.

Sincerely,
Rob Wood
Las Cruces
575-635-0803

[EXTERNAL] Fwd: Opposition to Revision of Social Studies Curriculum

Billie Waters <billiefwaters@gmail.com>

Fri 11/5/2021 1:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Subject: Opposition to Revision of Social Studies Curriculum

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Elizabeth Fulreader <mailagent@thesoftedge.com>

Fri 11/5/2021 1:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elizabeth Fulreader
9805 Salem Rd NE
Albuquerque, NM 87112

[EXTERNAL] Proposed PED social studies standards

nancy jordan <jordannancywk@gmail.com>

Fri 11/5/2021 1:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: martin.hickey@nmlegis.gov <martin.hickey@nmlegis.gov>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

If you wish to continue New Mexico's race to the bottom of national educational quality, and the pronounced failure of NM public education to produce literate graduates, capable of being responsible, productive, self-governing members of our society, these proposed standards will greatly assist in the maintenance of our downward trajectory.

Must we focus on the racial and ethnic differences amongst us, with the obvious goal of fomenting discontent, a sense of victimization and loss of personal agency? Must we define people by skin colors arranged into hierarchies of value? Must we stereotype our children into categories from which they are assigned at birth and from which there is no escape? Must we foist upon our children generalizations regarding the "sins" of their (or someone else's) ethnic group from which there is no redemption?

How much more elevating would be an emphasis on E pluribus unum-- out of many, one. How much better would be the teaching of the greatness of our country, in spite of its many faults, a country of both Abraham Lincoln and Frederick Douglass. A country of incredible opportunities for all, regardless of skin color or ethnicity, which is easily illustrated by looking at members of our government, leaders of business and industry and our homes and workplaces.

Our children deserve to be treated as individuals. Our children deserve to be encouraged to make the most of the opportunities they are given, to take responsibility for their accomplishments, to strive to achieve success, and to live lives of virtue.

The proposed standards will not assist in achieving these objectives, but instead will perpetuate and exacerbate suboptimal educational achievement, which will damage our children. Our children deserve better.

Sincerely,
Nancy Jordan

[EXTERNAL] New Social Studies Standards

Ali Scotten <scottena@gmail.com>

Fri 11/5/2021 2:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED,

I am writing in whole-hearted support for the proposed new social studies standards. They will help prepare our youths to be critical thinkers with empathy.

Sincerely,
Ali Scotten
1194 Warm Springs Ln
Las Cruces, NM 88011

[EXTERNAL] 6.29.11 NMAC Social Studies

ADRIAN SANDOVAL <adrisand@aol.com>

Fri 11/5/2021 2:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I stand firmly in support of the proposed repeal and replacement of 6.29.11 NMAC Social Studies.

Thank you.

Adrian I. Sandoval

Sent from my iPhone

[EXTERNAL] NM Social Studies Standards

Natalie Montemayor <natjmontemayor@gmail.com>

Fri 11/5/2021 2:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,


Thank you for sharing the redeveloped NMPED Social Studies Standards. There should definitely be more inclusion of the diverse cultures in the standards so that was great to see on there.

With Gratitude,

Natalie Gonzalez (Montemayor) [she/her/hers]

(818) 823-9680

[LinkedIn](#)

 Please consider the environment before printing

[EXTERNAL] "Critical Race Theory"

Aaron Atencio <aaron.atencio1@gmail.com>

Fri 11/5/2021 3:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a New Mexico Parent. A registered voting Democrat. I do not want Critical race nonsense taught to my children. This is the most racist absurdity our country has seen since segregation. Be wise and don't follow the Stupid Woke crowd into very bad decisions and ideas. It is embarrassing to see what this administration is implementing into our country and our schools. I hope you are smarter than the federal fools who are pushing this absurd "theory" on us. If you do not believe most parents are against this, Just look at what happened in Virginia's election. We Don't want it!

Concerned Parent,

Aaron Atencio

[EXTERNAL] Support draft NM social studies standards

John Maddaus <john.maddaus@maine.edu>

Fri 11/5/2021 3:38 PM

To: Feedback, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

I am writing in support of the proposed NM social studies standards, 6.29.11 NMAC, **Social Studies, for New Mexico** public education schools (K-12).

I am a resident of Albuquerque, having chosen to move to New Mexico in 2019 after my retirement from the faculty of the College of Education and Human Development at the University of Maine. As a faculty member in teacher education, I specialized in multicultural education, and was actively involved in supporting implementation of Chapter 403 of the Maine Public Laws of 2001, which requires the teaching of Maine Native American history and culture in all Maine schools. I bring that interest in teaching indigenous history and culture to New Mexico and to my comments on the draft NM social studies standards.

As a non-Indigenous person and a relative newcomer to New Mexico, I do not consider myself qualified to comment in detail on the specifics of the representation of Indigenous people of New Mexico in the social studies standards. I'm sure there are many Indigenous people of New Mexico who can do that far better than I. However, as someone with broad experience in the field of teaching Indigenous history and culture in K-12 schools, I am pleased to see numerous references to Indigenous peoples and sovereign tribal nations throughout these standards.

I believe that it is essential that all Indigenous children see themselves reflected in the curricula of the schools that they attend, whether in pueblo and tribal communities or in other communities across our state in which Indigenous peoples also reside. I think this is particularly appropriate in social studies, but that it's also important in other disciplines, such as literature, life sciences, and the arts. I believe it's appropriate to include Indigenous people's experiences and perspectives at all grade levels, preferably infused throughout the curriculum, rather than as stand-alone lessons or units of instruction.

I also believe that it's essential for all children, not just Indigenous children, to study Indigenous history and culture, past and present. We live among people of many diverse backgrounds, and we need to have some understanding of experiences and perspectives different from our own in order to treat each other with the kindness and respect that all people deserve as members of our communities. The experiences and perspectives of Indigenous peoples are unique in many ways, not least because they are members of sovereign nations as well as of our state and nation. In order for non-Indigenous people to understand our relationships with Indigenous peoples, we also need to understand the unique government-to-government relationships that Indigenous sovereign nations have with local, state and federal governments.

As I read the draft social studies standards as a teacher educator, I believe that Indigenous educators can not only see themselves and their students where Indigenous peoples and tribes as

explicitly referred to, but they can also see many other places where indigenous perspectives can be infused in their teaching. I'm most concerned about the vast majority of teachers in the state who are non-Indigenous. They need to be encouraged to include Indigenous history, culture, and perspectives in their teaching, for the benefit of all their students. I believe these standards are a good step in that direction.

I encourage the Public Education Department to adopt these standards, and then to take the next step of providing all teachers with opportunities to learn how to implement these standards, and specifically the parts regarding Indigenous peoples, in ways that accurate and sensitive to Indigenous knowledge, cultures, experiences, and perspectives.

Thank you for your consideration of these thoughts.

John Maddaus

3136 Indiana St. NE

Albuquerque, NM 87110

john.maddaus@maine.edu

[EXTERNAL] Social Studies Curriculum

Mary Ann Amos <mamos4444@gmail.com>

Fri 11/5/2021 3:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please know that I firmly support the proposed new social studies standards. The United States and the state of New Mexico, in particular, has a rich and diverse history which includes many peoples and many points of view. We must expand how we approach teaching social studies to be inclusive and truthful.

Do not be misled by those attempting to use Critical Race Theory as a reason to not go forward with the new standards. This is a bogeyman being used as a wedge to further divide our country.

Sincerely,

Mary Ann Amos

Santa Fe, NM

--

Mary Ann Amos

505.983.1010 - home

913.206.4444 - mobile

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

felicia morrow <mailagent@thesoftedge.com>

Fri 11/5/2021 3:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Dear Mr. Sena and Governor Lujan,

I am writing to urge you to adopt personal finance training in NM's school curriculum.

Over the last 17 years, I have been involved with a local NM business and many families with school age children. In my experience, financial planning and management skills can be vastly improved and would lead to a better quality of life for NM Citizens. The essential concepts are straightforward and be easily integrated into the math and social sciences curriculums. By doing so, we can make learning more tangible and exciting to children and their families, who deal with financial issues daily.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is important for all students, including those who come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Felicia Morrow

Sincerely,

felicia morrow
17 Old Coach Rd
Santa Fe, NM 87506

[EXTERNAL] Social Studies Changes

MaryEllen Shettlesworth <mesworth@msn.com>

Fri 11/5/2021 4:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The wording in the 122 page document of social studies does not reflect what is needed in New Mexico. We need reading, writing, math...the basics, not an opening for progressives to fill our children with their interpretation of our world. For example, using media resources would reflect the progressive view of everything because that is what media promotes. A one-sided debate is not a debate at all.

These standards are broad and anything can be taught within these standards, The suggestions lead to the progressive point of view, i.e., that socialism is all that will save us now.

Most standards, themes, etc sound like an opening to teach Critical Race Theory. When approached with the teacher's union backed philosophy these CRT assignments are not what is needed in New Mexico. We need the basics, not progressive indoctrination of students.

Page 31: ...to bring more justice and fairness to the world.

Page 52: Analyze various forms of media to identify polarizing language, logical fallacy and reasonable judgment.

Page 60: Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

Page 64: Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.

Page 75: Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience including the impact of anti-immigrant policies.

Page 111: Explore the movement against police brutality.

Page 111: Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance and hate crimes.

Page 111: Analyze...the rise of the conservative movement in American politics.

Page 111: Analyze the history of guns in America...and the consequences of gun violence on American society past, present and future.

Page 111: Analyze the current state and health of American democracy and create an action plan to protect American democracy.

Page 111: Examine anti-immigrant sentiment in the United States...

Page 111: Create an action plan for a more just and equitable America for diverse groups of people...

[EXTERNAL] CRT

darrick howlett <darrickhowlett@hotmail.com>

Fri 11/5/2021 6:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello my son is in 8th grade at koogler middle school and I'm strongly against this change to the history classes it sounds like you're forcing opinions on to the youth and racism and racial tension can never change if you don't let it history is plainly history the good and the bad trying to alter the past solves nothing if this program is put in to place at my child's school I will fight it put the point of removing my kids from your school permanently I feel that lately parents voices and opinions haven't been heard but the schools or our state officials which is incredibly disappointing

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[EXTERNAL] PED's curriculum

Venyce Van Buskirk <venyce@hotmail.com>

Fri 11/5/2021 8:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

While it is accurate that many people have been oppressed during the development of this great nation, including my ancestors who were driven out of Missouri on the bases of religious differences and their tenants of equality for all during the years leading up to the civil war. My own great, great, great grandfather was abused and unjustly imprisoned at the hands of racist bigoted mobsters. I do not hold the belief that children need to be taught, encouraged or guided in a way that they are somehow oppressed, treated unfairly or unjustly due to the inequalities of the past. We all have stories of injustice in our family histories. We need to focus on the positive changes we have made to overcome many of these scars of the past. We need to promote equality for all and equality of opportunity. It is paramount that we teach our children to thrive in the many challenges that they may encounter throughout their lives; not teach our children to use their circumstances of birth as a reason that they can not achieve. All children can achieve greatness when given the opportunity to do so.

Please review your negative agenda towards failure and excuses not to achieve.

Sincerely,
Venyce VanBuskirk

Sent from [Mail](#) for Windows

[EXTERNAL] New Social Studies Standards

Joan Zucker <cellobelly@icloud.com>

Fri 11/5/2021 10:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I'm very excited by the proposed changes to the Social Studies Standards for NM public schools. Bravo!

They encourage a diversity of views, that will engender tolerance which is so needed today. And they will help students to study, value and preserve their own cultures. So important!

Please register my opinion.

Thank you,
Joan Zucker
Albuquerque, NM 87104

[EXTERNAL] Social Studies and CRT

Barbara Witt <bwitt12@gmail.com>

Sat 11/6/2021 6:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I completely disagree that Critical Race Theory should be taught in schools. There is enough divisiveness already without this being taught. Condoleezza Rice, former secretary of state, denounced critical race theory and declared that, 'black children could be completely empowered without making white children feel bad for their race'.

I've attached an article written by Representative Rebecca Dow. Please take a moment to read it. I feel the language in the new curriculum, making continual references to 'inequality', 'racism' and 'injustice' perpetuates the division you are trying to correct. Teach true history, the good and the bad, without the divisive wording. Children are color-blind. Let's try to perpetuate that concept into adulthood.

Thank you,
Barbara Witt

LOCAL VOICES

Social studies changes are simply CRT divisiveness

BY REP. REBECCA DOW
TRUTH OR CONSEQUENCES REPUBLICAN

It is always amazing to watch progressives resort to their usual tactic of blaming their opponents for doing what they are doing. For example, the newly released proposal by the New Mexico Public Education Department to “rework” the K-12 Social Studies Standards is just another example of a nationwide movement to instill Critical Race Theory and other progressive ideologies into the minds of school children.

Predictably, the usual progressive activists and publications claim conservatives are engaging in a disinformation campaign about these standards. Unsurprisingly, it is the progressives who are hiding the facts and distorting public perception of the new standards.

It is clear New Mexico’s education standards are subpar and need updating, most certainly in light of *Yazzie v. Martinez*. However, there must be thorough public debate regarding what these new standards should contain and what students are required to learn. Many New Mexicans

Weigh in

More information, including the draft standards, is at <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>. Submit written comments at feedback@state.nm.us through Nov. 12 or attend the public hearing from 1-3 p.m. Nov. 12 at Mabry Hall in the Jerry Apodaca Education Building, 300 Don Gaspar Avenue, Santa Fe. Speakers will have up to three minutes each to comment.

believe the current version of PED’s new standards is deeply flawed and needs numerous revisions and eliminations.

For example, these proposed standards require students in Ethnic, Cultural, and Identity Studies to assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity.” This language is classic CRT as it perpetuates division and racism, rather than a shared commitment to the ideals of equality and opportunity.

Buried within the 122-page proposal is a requirement that U.S. history students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This proposed standard is CRT ideology in stressing “equity” and a “just economic system,” and it follows the progressive mantra that our capitalistic system is inherently unfair and must be replaced with the paternalistic system of socialism.

Numerous other examples within these standards embrace the progressive mindset, including requiring students to describe how inequity in the U.S. laid the foundation for conflict that continues today; compare the patterns of exploration, destruction and occupation of the Americas; and explore the movement against police brutality.

Progressive activists want you to believe these proposed standards are nothing more than updating students on historical events or improving their critical thinking skills. They also claim since CRT is never specifically mentioned anywhere in the standards, there is no effort to force these concepts onto students. The reality is these standards make continual references to

“inequity,” “oppression,” “unequal power relations,” “racism” and “injustice,” and these words reveal the true intentions of the progressive-bloc to impose CRT’s flawed ideology onto students.

The history of our state and nation is not perfect in terms of economic and human rights, but that does not require altering social studies curriculums to embrace a distorted view that Americans are racist and all things can be described in terms of oppressor and oppressed. Rather than encouraging division and victimhood among our diverse populations, students should be encouraged to understand we are all Americans and everyone has opportunities for economic advancement based on the principles of family, education and work.

New Mexicans must voice their disapproval of these new social studies standards and do so quickly as the public comment period ends Nov. 12. If people do not express their concerns, our students will never receive a balanced understanding of why America and New Mexico should be admired for their many positive attributes.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Beth Enson <mailagent@thesoftedge.com>

Sat 11/6/2021 7:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

Let's catch up with the rest of the country and add personal finance education to our state's curriculum! As residents of one of the three poorest states in the nation, NM students need this information to protect themselves and their future families! I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Beth Enson
PO Box 503
Arroyo Seco, NM 87514

[EXTERNAL] Proposed Social Studies Standards

Carolyn Beaty <carolynbeaty@comcast.net>

Sat 11/6/2021 8:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Carolyn Beaty
1455 Valle Lane NW
Albuquerque, NM 87107
carolynbeaty@comcast.net

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

Please consider this letter to be my formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. As a concerned citizen, I am very concerned that our youth are given the knowledge and skills needed to negotiate through—and thrive—in today's America.

I am writing in support of the proposed social studies standards. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. If these standards had been taught during the past few decades, I am convinced we would have a healthier democracy.

These standards respect the intelligence of children, teach critical thinking, and value that respect differing cultures and perspectives.

In closing, I urge the department to adopt the bulk of these standards, with refinements. I hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history, that is Eurocentric and fails to enable children to face the challenges that are ever-present in their daily lives. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

Carolyn Beaty

[EXTERNAL] In support of new SS standards

Katie Bruell <ktbruell@gmail.com>

Sat 11/6/2021 8:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I write to you as a former licensed K-12 teacher in the state of New Mexico with endorsements in social studies, math, language arts, science, and library/media. I am strongly in favor of the proposed new standards, as I believe they will educate our future adult New Mexicans in a complete and factual way, and prepare them for the world they will be entering as adults.

Thank you for all of the thought and work that has been put into this process.

Katherine Bruell
Los Alamos
505-310-4095

[EXTERNAL] CRT

Dorothy Rowe <dorothyrowe1206@yahoo.com>

Sat 11/6/2021 8:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

We are 100% AGAINST teaching the CRT to our children. Reverse racism is no more right than racism itself. It is the school's job to teach math, reading, etc NOT racism.

Mark and Dorothy Rowe
8 Road 3306
Aztec, NM 87410

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] feedback

Patricia Goff <tishgoff@gmail.com>

Sat 11/6/2021 9:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to express DISAGREEMENT with the proposal to rework the K-12 Social Studies Standards. I DO NOT APPROVE of these proposed revisions, which will serve to foster division rather than build community.

Thank you,
Patricia

[EXTERNAL] feedback on standards revisions

goff goff <goffbros2@gmail.com>

Sat 11/6/2021 9:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

I do not approve of NMPED's potential changes to the K-12 Social Studies Standards. I do not agree with the revisions being offered and do not wish for tax monies to support the proposed changes.

Silas Goff

[EXTERNAL] Feed back on Opinion being taught in NM Schools

Melissa Grossetete <Melissa@enviroworksforyou.com>

Sat 11/6/2021 9:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strongly disagree with Opinion being taught in NM Schools.

The proposed rules are fraught with opinion that will only cause discourse, and take focus away from facts and the skills that matter to succeed in higher education or in the workplace.

Our State should be concentrating on improving Math, Reading, Writing and Science knowledge in our schools. We are close to dead last in these areas in the USA, and most definitely even lower on the International scale.

Melissa Grossetete, SHRM-SCP

Vice President

Enviroworks, LLC

PO Box 340

Edgewood, NM 87015

505-286-4891 Office

505-286-4965 Fax

www.enviroworksforyou.com

[EXTERNAL] 6.29.1.9 NMAC, General Provisions

Cynthia Feiden-Warsh <cfeidenwarsh@gmail.com>

Sat 11/6/2021 9:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The proposed rules for an updated social studies for K-12 in New Mexico provides an opportunity for New Mexico students to begin to learn both critical thinking skills and the real history of the State and Country.

As good as the curriculum is, it will not be successful unless both the resources and the time are put into training teachers on the materials and how to teach the material. Please provide adequate training and funds to ensure that the excellent work in developing the curriculum is combined with the tools to implement.

Cynthiaj Feiden-Warsh

Cynthia Feiden-Warsh
cfeidenwarsh@gmail.com
cell: 301-908-3673
Home: 505-467-8251
41 Centaurus Ranch Rd
Santa Fe, NM 87507

[EXTERNAL] Comment on new standards

beckysmarshall@gmail.com <beckysmarshall@gmail.com>

Sat 11/6/2021 9:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello, my name is Rebecca Marshall, and I live in Albuquerque and have four school-aged children. I am asking you to please reject the proposed social studies standards for New Mexico. I agree that the current standards are inadequate and should be reworked, but absolutely reject them as currently written. They make repeated references to “inequity,” “oppression,” “unequal power relations,” “racism,” and “injustice.” These words are steeped in Critical Race Theory, and aim to impose this ideology onto our students. I have one minority child and three non-minority children. I do not want any of them growing up thinking America is inherently racist, because it isn’t, or that any of them, simply by virtue of being born with a certain skin color are victims or oppressors, because they are not. We need a balanced, fair understanding of New Mexico and America being taught in our schools, one that is rooted in truth, not in a misguided and extremely harmful political ideology. If we implement these new standards, many more families (including ours) will choose to move their children to private schools or homeschool, further degrading our public school system. Please say no to these harmful standards.

Thank you for your time and consideration,

Rebecca Marshall

815 Suzanne Ln. SE

Albuquerque, NM 87123

(505) 980-3341

Sent from my iPhone

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Susan Slade <mailagent@thesoftedge.com>

Sat 11/6/2021 10:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

What could be more important than teaching our children how to manage the money they will earn in their lifetimes. Having that knowledge as they leave school will help ensure their success at whatever life choices they make. This is one subject that should not be "learn as you go".

So, I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Susan Slade
2311 Ranch Club Rd, PMB 166
Silver City, NM 88061

[EXTERNAL] 6.29.11 NMAC, Social Studies.

Elisa Sánchez <xiqana100@aol.com>

Sat 11/6/2021 11:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am an 81 year old, born, raised and educated in NM. I am a member of the majority of students in the NM schools - Mexican/mestiza, Chicana, Latina. I whole heartily support the new Social Studies rules, why? NM has been at the bottom of all scales of education in this country using the old system and it is time to try something new. The last time I saw myself or anything about me reflected in the NM school system was in the 4th grade - and that was in 1948!! Basically, the majority of NM students: Mestizos and Native American were written out of the curriculum when the U. S. colonized the area after Mexico lost the Mexican American War and we became part of the U.S. Our cultures and languages deserve to be included in the curriculum and I am sure that it will make a difference for our standing educationally. Si Se Puede!!!

Elisa Sánchez
3045 Buena Vida Circle
Las Cruces, 88011

"He who is not angry when there is just cause for anger is immoral. Why? Because anger looks to the good of justice. And if you can live amid injustice without anger, you are immoral as well as unjust."

Thomas Aquinas (1225-1274)

[EXTERNAL] approve new rules

Arthur Meyer <ajmeyer229@gmail.com>

Sat 11/6/2021 11:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strongly encourage curriculum that addresses our history of racism and injustice. I am a pastor of the Evangelical Lutheran Church in America. Our church is involved in anti-racism education. We have emphasized education about the "Doctrine of Discovery" that legitimized centuries of violence and oppression against indigenous people in this land. I am white but have two close relatives married to African Americans. Racism is a painful legacy in the United States and in New Mexico and should be addressed in public education.

I know there is a lot of noise about "critical race theory" as a catchall phrase opposing such things as the proposed curriculum standards. In my view that outrage is ill informed.

I support the work that has been done in revising the curriculum standards and continued study of these issues. It will help our children.

Thank you,

Arthur J Meyer
Farmington
(505)320-0042

[EXTERNAL] Proposed Social Studies Standards 6.29.11 NMAC

NANCY MURPHY <namurphy111@comcast.net>

Sat 11/6/2021 12:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

This letter is in support of the proposed revisions to social studies standards **6.29.11 NMAC, Social Studies**.

While I have not read all of the proposed standards in detail, I have read a summary of them and I have looked at specific sections of the proposed changes. These new standards create a framework for public school children from the beginning of their education through the end of high school. This framework will encourage critical thinking, open discussion of historic and current issues, and evaluation of data and data sources. Important concepts of civics, economics, geography, and cultural differences are explored and reinforced year after year, helping students to become informed, effective citizens.

As a retired citizen who has always been a supporter of public education, I urge the department to adopt these standards which were so thoughtfully developed by social studies teachers. The young people of tomorrow need all the skills they can get to thrive in our fast-paced global world. The proposed social studies standards will help them acquire those skills.

Respectfully,

Nancy A. Murphy1 Via Tertia
Santa Fe, NM 87507
505-780-5519

[EXTERNAL] CRT programs for New Mexico schools...

BRUCE HIGGINS <bruce1946_69@msn.com>

Sat 11/6/2021 2:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. Sena,

The CRT programs SHOULD NOT be put into our schools. This program distorts the history of the USA and sends a very, very bad message to the children in our schools!!!

William Bruce Higgins

[EXTERNAL] Proposed Social Studies Standards

Marisa Ochoa <mrochoa87@gmail.com>

Sat 11/6/2021 2:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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NMPED,

Thanks for sharing these proposed standards with us parents as we are in charge of our children's future and it is the public school's responsibility to assist us in our quest to raise and educate them properly. With that being said, I do take issue with a few of these proposals due to an undertone of viewing history from the perspective of race and gender. I do not believe that this is necessary to provide a complete education on our history and am concerned about how these topics may be misrepresented by a teacher with personal bias. The public educators' responsibility is to provide facts and not their own opinions on such matters.

I did think majority of the proposed standards were acceptable but the specific standards that should be left out are the following:

- 8.12 We do not need to focus on how "diverse groups were denied equality and opportunity" because the focus should be on how America fought to where it is today and anyone can become anything should they put in the time and effort to do so
- 8.78 Our children do not need to study "systemic oppression" as the facts will show the truth and again a teacher with bias could try to present this as ongoing, just as some prominent individuals in society do to this day. Not all parents agree with this idea and this is a topic that should be avoided.
- 8.81 When discussions about the Ku Klux Klan are made the educators should be required to explain the true origins of this group
- 9-12US.123 The "impacts of social and political conservatism in US on diverse groups of people" is mentioned here and I as a parent am wondering what this means. This does not seem appropriate as it seems to segregate a very diverse and present group of people with conservative ideas and paint them as oppressors. This should be removed as well.
- 9-12.US.130 This involves study of the "activism of the LGBTQIA+ community" and I do not wish for my children to be taught about this political issue. Not all parents agree with this movement and as a hot political issue should be left out of the classroom. We do not need our children to be indoctrinated in one way or another about the activities of this group as we can teach them what they should believe on our own. Not the place of the NMPED!
- 9-12.US.132 This involves the study of gun violence and is another issue that could be easily misrepresented by a biased educator and should not be taught in the classroom
- 9-12.US.141 This involves the study of "the plan of the US government during the COVID-19 pandemic" and is another political issue at the moment that should just be left out due to recent trauma for many people and sensitivity to ongoing issues related to the pandemic.

Thank you for your time and I hope your group listens to us parents about our very real concerns and also about the parts we are ok with our children being educated about. Parents are the ones who are

in charge of their children's future and we should absolutely have a say in what goes on in the classroom.

Respectfully,

Dr. Marisa Ochoa
Rio Rancho, NM 87124

[EXTERNAL] Fully Support a Full and Critical View of Our Complex History

Rodney Sauter <r_m_sauter@msn.com>

Sat 11/6/2021 4:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I write in support of the development of the draft New Mexico Social Studies Standards. As a lifelong student of history, I believe that the purpose of history should be for students to learn about our context today from what has occurred in the past. This requires an exploration of all the historical facts and listening to historically marginalized perspectives. The focus of history should not be patriotism, nationalism, or even comfort.

I am the product of 4 different centuries of European colonization of North America. My earliest known immigrant ancestor (from England) set foot on the shores of what we now call Virginia in 1610. My most recent immigrant ancestor (of Polish heritage) arrived in New York in 1910. Other ancestors of German, French, English, and Scottish heritage arrived in the 18th and 19th centuries. I acknowledge my own privilege as a result of this colonization and my positionality as a white male in US society. I believe that we need to acknowledge and learn from our complex past so we can move forward, together, as a diverse group of people.

The impacts of the twice-colonized context of New Mexico (first by Spain and then by the United States) need to be acknowledged. Our children and youth can handle complexity. We need to empower them to do so! Students must have the opportunity to explore in full the deep and complex history and heritage of New Mexico and the United States.

Sincerely,
Rodney Michael Sauter

592 Canyon Point Road
Las Cruces, NM 88011

[EXTERNAL] Social Studies Standards Feedback

Meredith Machen <meredith.machen@gmail.com>

Sat 11/6/2021 4:52 PM

To: Mer Machen <mermachen@cybermesa.com>; educ@lwnm.org <educ@lwnm.org>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Social Studies Standards Feedback

The League of Women Voters of New Mexico supports the proposed Social Studies Standards. They impart accurate representations of our complex history and develop the civic and analytical thinking skills essential to thriving in our diverse society. As a multicultural, multilingual, and majority-minority state, New Mexico's public education system must provide students an understanding of the nature of democracy in learning environments that respect diverse cultures and perspectives. This social studies curriculum will develop a broad understanding of history and foster an awareness of the rights, privileges, and responsibilities of participation in a democratic society. Students will learn to manage resources for the benefit of both present and future generations.

Meredith R. Machen, Ph. D.
LWVNM Education Co-Chair

--

Meredith Ross Machen

505-577-6337

Vote as if your life depended on it!

[Meredith.machen@gmail.com](mailto:meredith.machen@gmail.com)

[EXTERNAL] Social Studies for K-12

EDWARD BUTTNER <ebutner4301@comcast.net>

Sat 11/6/2021 5:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

America is a great country with a short history. I believe there has been more good than bad. There is still much to do in making it even better than it is and will be. I don't think that emphasizing what divides us to the exclusion or minimization of what unites us is the best approach. More emphasis needs to be placed on educating versus indoctrination. There has been much of our history that may not have received the attention it deserves but let's not take the approach that it's payback time.

We have all this talk about uniting and even a team named UNITED but if you make a point of telling people why they are different and should be either grateful or resentful depending on where they are on the spectrum, I see a sad outcome.

Sincerely
Edward Buttner
Concerned New Mexico resident

[EXTERNAL] CRT

Andy Sutton <asutton@Rinchem.com>

Sat 11/6/2021 5:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I 100% disagree with any decision to implement CRT as part of the children's curriculum.

The fact that this is an option on the table is telling of who you are as a person.

The world doesn't need more division, rather inclusion.

CRT isn't the way.

My children won't be participating, and I will do everything I can as a parent to fight against this preposterous and ridiculous narrative.

Concerned father,

Andrew Sutton

[EXTERNAL] social studies standards in New Mexico

Carla Sanders Pope <csanderspope@gmail.com>

Sat 11/6/2021 5:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern,

As the parents of three NM public school students, we approve of the proposed social studies standards.

Respectfully,

Carla Sanders and Michael Pope

[EXTERNAL] Opposition to New Social Studies Standards

Elizabeth Ortega <diamondliz55@yahoo.com>

Sat 11/6/2021 7:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am appaled at the proposed revision of the Social Studies Curriculum! I believe the whole revision is intended to groom students with disdain for our countrie's history and prepare them for a corrupt, socialist government that will bring our country down religiously, socially and economically. I would prefer to educate our children with true history, and the values and goals that made the United States of America, the greatest nation in the world. We have enjoyed freedoms and prosperity not always enjoyed by other nations and societies, because we have kept our religious faith and traditions throughout the history of our unique, blessed government.

Those who wish to remove our freedoms and rule with the iron fist of communism are driving this new Social Studies curriculum to indoctrinate our precious children, and create an ignorant population of unquestioning followers who will never taste the successes of creativity and free enterprise. I as a parent would not allow my child to be taught this horrible curriculum but instead, would educate them myself with truth and dignity, that will sustain them throughout their lives!

In all sincerity,

Elizabeth Ortega, Educator

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Scott Hedglin <mailagent@thesoftedge.com>

Sat 11/6/2021 7:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Scott Hedglin
815 Calle Amor SE
Albuquerque, NM 87123

[EXTERNAL] Social Studies Standards

Linda G. Harris <lgradyne@gmail.com>

Sat 11/6/2021 8:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

I would like to comment on the proposed social studies standards for New Mexico. I am the author of several books about New Mexico, including the first Illustrated History of Las Cruces, published in 1993. In 2006, I also wrote the text for the only historical exhibit on Las Cruces history, which was exhibited at the Branigan Cultural Center in Las Cruces. In writing that text, I followed the social studies guidelines for middle school students in their New Mexico history studies.

It is distressing to read of the objections to the expanded standards. History is neither myth nor static. It is our responsibility to prepare these students to assess and evaluate history and to use those skills for lifelong learning. Do not allow the noise of politics to drown out your responsibility to New Mexico's future leaders and thinkers.

Respectfully,

Linda G. Harris
lgradyne@gmail.com
575-405-2177
4932 Tobosa Rd.
Las Cruces, NM 88011

[EXTERNAL] the proposed repeal and replace of 6.29.11 NMAC, Social Studies

p-kearney@earthlink.net <p-kearney@earthlink.net>

Sat 11/6/2021 10:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I have read the following document https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf

I'm impressed with the quality and depth of this curriculum. I'm a retired college professor, and if only my students (in Virginia) had come to college with this kind of background in inquiry and evaluation of sources, my job teaching incoming freshmen would have been easier. The proposed social studies curriculum has the potential to create thoughtful, engaged, respectful citizens who know how to ask important questions and seek answers from quality sources. I appreciate the inclusiveness. This is real teaching. Real education. I'm especially impressed with the third and fourth grade content. This will provide a foundation for analytical thinking at higher grade levels—and throughout life. I support the adoption of this plan.

Patricia Kearney
526 Marr St. Apt. 5
Truth or Consequences, NM 87901

[EXTERNAL] Social Studies

Karyl Ann Armbruster <kaskacayman@gmail.com>

Sat 11/6/2021 10:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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"The goal of the updating **New Mexico's Social Studies Standards** is to ensure that all of our students see themselves reflected in the classroom, that our learning environments are culturally and linguistically responsive, and that the rich backgrounds and perspectives of all New Mexicans come alive in the classroom," That is it. No shaming (although it has been done to the minorities) and no political agenda. Each child should see themselves in history....Black, Asian, Mexican, Hispanic, Jewish, Muslim, gay, trans, etc. That is America. Those who do not feel that way have the **choice** to move to another state that is not a majority-minority state or send their children to a private school. It really is as simple as that. We have made progress in producing dolls of color, portraying individuals with disabilities on TV and gay/lesbian individuals and families on various shows. You cannot hide from the truth...reality...the world.

I wonder why I was never taught that 900 Jews on the luxury liner St. Louis who were escaping the Nazis were turned away from Cuba and then were turned away from THE UNITED STATES OF AMERICA....Only to return to Europe where many, but not all were killed? How is that possible?... And is it still true?

Karyl Ann Armbruster
FMR District 4
NM Public Education Commissioner
Special Education Teacher - 17 years - Los Alamos Middle School
22 Years Special Education K-8 in California

[EXTERNAL] New Social Studies Standards

William Rushing <wbrushing@gmail.com>

Sun 11/7/2021 8:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in support of the new social studies standards that have been proposed for New Mexico K-12 public education. For far, far too long the study of history has been focused almost exclusively on the deeds of white men, who today represent just 37% of the U.S. population. The notion that teaching the history of all peoples is controversial is the product of a political and media narrative crafted by white nationalists who seek to weaponize education so as to regain control of a society that has largely rejected their intolerant view of this nation, where Native Americans stay on the reservation, LGBTQ people stay in the closet, immigrants go back to where they came from and African Americans 'know their place.' Those white nationalists on corporate state television used to at least use dog whistles; now they use foghorns to project their hateful rhetoric, and their efforts have revealed that a significant percentage of their authoritarian political party even reject democracy. The same voices that are suggesting that 'critical race theory,' which none of them can even explain, not be taught in the public schools (spoiler alert: it's not) are the same voices trying to retcon the January 6th attempt to overthrow the legitimate government of the United States into a 'peaceful protest.'

Educators have a duty to teach the truth, whether that is the pythagorean theorem, the correct use of prepositions, climate change or the history of racism in the United States. It is clear from the comments, many of which are being submitted by people who don't even live in the Land of Enchantment, that we have a lot of work to do. If adopted, these proposed standards would do much to lift the voices of marginalized peoples and allow all New Mexicans to feel that their histories are represented and respected. Those who oppose these standards need to check their hate and attempt to rediscover their empathy. Let's step back from an over-emphasis on jingoistic indoctrination in the public schools, embrace truth and celebrate our diversity.

William Rushing
Santa Fe, NM

[EXTERNAL] New social studies curriculum

Alyssa Howells <howellsalyssa83@gmail.com>

Sun 11/7/2021 10:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello. I am writing you in regards to the new social studies that the state is trying to pass. As a human, US citizen and New Mexican I do NOT agree with the new curriculum. This will only divide our us. Divide our children and future generations. I do think It's important to teach our children true NM history and history of this beautiful country we live in. We do not need to teach them to hate, we do not need to teach them to look at each other as an oppressor vs oppressed. We need to pull together. Teach them the FACTS of History. And teach them to love each other. Love NM. Love the USA. And change the world. Thank you!
Concerned parents!

Sent from my iPhone

[EXTERNAL] Feedback on Proposed Social Studies Standards - OPPOSED

Marguerite Martinez <margra80@yahoo.com>

Sun 11/7/2021 10:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good morning,

As a parent of a 14-year old and a 5 year-old I am *strongly* OPPOSED to the proposed social standards for the reasons given below:

- Specifically in reference to Theme 5: Myself and My Community, kindergarteners should NOT be taught the categorization of people via social identity; the first stage of social identity is categorization which leads to segregation. Kids don't need to be taught to segregate at all, ever! Kids instead need to understand that we're all equal. Segregation leads to numerous issues such as racism, discrimination, and inequality, which the founders of our country worked years and years to fix. We don't need more division in this world. Kids at this age are barely learning fundamentals such as putting their own clothes on; brushing their own teeth; using scissors independently; and learning colors, letters, and numbers. They should be learning to use their memory and the fundamentals of communication. If I as a parent choose to teach my children about categorizing, that should be my choice and not that of the school and I certainly do not choose to teach social identity to my kids.
- All the proposed standards in grades K-5 include teaching kids about "identity", specifically Theme 5 in grades K-5. Kids should not be taught identification based on division such as race, religion, and ethnicity, sex, etc., instead they should be taught to identify with everyone.

Social studies standards should be based on facts, not on theory which is what these new standards are proposing. In reviewing the proposed changes, they are proposing to teach kids in early learning years things their brain is not capable of understanding at their age. Instead kids need to learn reasoning by trial and error, and not be trained to identify others' differences which is what these standards are proposing. These standards are proposing to teach our kids how and what to think instead of teaching them how to learn, which is what schools should be doing. Kids need to be able to think and reason for themselves. Let the parents teach opinion and thought and leave teaching facts and history to the kids.

Thank you for your time,

Marguerite Johnson
1001 Acapulco Court
Rio Rancho, NM 87144
505-228-6695

[EXTERNAL] Social Studies Standards Public Comment

LAURA ADKINS <laura.adkins@clovis-schools.org>

Sun 11/7/2021 1:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

TO: PED Public Hearing of SS Standards

Horace Mann developed 6 guiding principles in education:

1. Citizens cannot maintain both ignorance and freedom,
2. Education should be paid for, controlled, and maintained by the public,
3. Education should be provided in schools that embrace children from varying backgrounds,
4. Education must be nonsectarian
5. Education must be taught using tenets of a free society
6. Education must be provided by well-trained, professional teachers

The application of these principles does not only make the US public education unique but is held to higher standards of responsibility to maintain credibility. It is by trust and respect that parents place the education of their children in the educator's hands.

As an educator of over 30 years, I have never been more worried about public education. The public trust in our system has eroded. The timing and language in some of the proposed Social Studies Standards only adds to this stressful and volatile time in our country. The trust in public education needs to be regained by building on the guiding principles. Education must be free of religious and political ideology so that we can give each child the support and instruction they need to obtain their K-12 education.

First, I would like to ask PED to **allow more time to work with the draft** of the standards. Some of the Standards are vague, worded incorrectly, and incomplete. This is a draft of social studies standards and is not ready to be considered for a ruling.

Second, We need to remove standards that appear secular (biased by political or religion origins). Schools have improved and developed cultural, linguistic practices that improve public education. When we overstep parental authority and promote instead of support students, we have become biased and diminish trust in our school systems. When including social justice standards focus on the change in behavior, not the assumptions of bias. The focus of some standards on specific groups of people can lead people to automatically assume political bias.

Examples:

5-12 - Describe how inequity in the United States laid the foundation for conflict that continues today. - Possible restructure - Describe how diversity in values, beliefs, and points of view have shaped and formed historical

events.

6.16 - *Identify their family and personal cultural identity, ~~determine how they want to present themselves to the world~~, and brainstorm how to address negative perceptions.*

6.22 - *Explain how the treatment of people (past and present) shaped identities and culture.* Possible restructure: Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

7.28 - *Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.* Possible restructure: Evaluate how biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups.

7.6 *Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.* Possible restructure: Compare and Contrast some of the people, groups, and events in social justice history, their beliefs, and ideas that influenced them.

7.82 - *Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.* Possible restructure: Develop an action plan that consists of friends, family, and community members to make our world fairer for everyone.

8.20 - *Identify facets of personal identity, ~~determine how they want to present themselves to the world as a person belonging to an identity group~~, and brainstorm how to address negative perceptions.*

9-12 U.S. 129. - *Explore the movement against police brutality.* Possible Restructure: Explore the role of law enforcement in a free society and compare and contrast how that role has changed over time including historical events that have changed the role of law enforcement.

9-12 US 130 - *Examine experiences and activism of the LBGTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.* Possible restructure: Examine social movements and activism in US history. (This will open it up to explore several great historical movements that have impacted the US)

9-12 US. 132. - *Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society*
past,

present, and future. Possible restructure: Examine the history of guns in America; the Boston Tea Party, 2nd Amendment, gun laws of past and present, trends of Gun violence and impact of future laws in the US.

9-12 US 134. (Again because you begin the standard with Anti-immigrant sentiment the standard seems politically driven because of current issues).
Examine anti-immigrant sentiment in the United States over time and the

experiences of diverse immigrant groups past and present. Possible restructure: Analyze the role of immigration in U.S. History and its impact on U.S. Labor force, economy, population, taxes, housing, etc.

9-12 US 135 - *Create an action plan for a more just and equitable America for diverse groups of people including ~~Native Americans and African Americans.~~* (Your focus on certain groups of people makes this standard bias and one of inequity)

9-12 US 141. *Compare and Contrast the response and plan of the US government during the COVID pandemic with the AIDS epidemic and the 1918 influenza.* (COVID 19 pandemic is still in progress so you can't compare the response, we are still responding every day) Possible Restructure: Compare and contrast historical disasters that had a major impact on US History.

Third, some standards need to not just focus on a particular sub-group.

8.84 - *Use an artistic medium or multimedia project to describe the contemporary and current significance of ~~June~~teenth.* Possible additions: include ceremonies and celebrations from all cultures, tribes, etc in the US and New Mexico.

9-12 US 104 - *Analyze state-sponsored persecution and "othering" including anti-Semitism and homophobia?* Possible additions: anti-Semitism, people with disabilities, "inferior natives", homosexuals. (Broaden the standard to include a greater study of the prosecutions)

Fourth, the Ethnic, Cultural, and Identity Studies section leans toward the current political drama that is impacting our country. The words: systemic inequity, unequal power need to be eliminated from the wording of the standards. Including wording like "self-identified", "determine how they want to present themselves" seems to encourage instead of support students. Education needs to support each individual from whatever background or identity for the purpose of obtaining their education.

One example - *ECI 16 - Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.* Possible restructure: Assess how social policies and economic forces impact the diversity of cultures, races, and genders in various industries.

The enormous amount of standards being added to the Social Studies curriculum will be very difficult to teach as well as to evaluate for a public hearing. I appreciate the opportunity to participate and again would like to recommend that additional time be granted to PED, parents, citizens of NM, and educators before these standards become law.

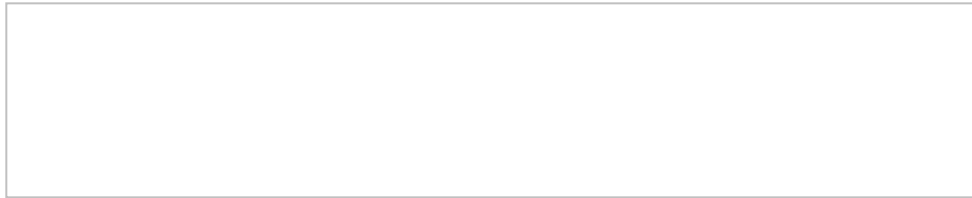
Laura Adkins

**Concerned Citizen, educator, administrator in public education
Portales, NM**

Alone we can do so little, together we can do much. -- Helen Keller



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[EXTERNAL] Social Studies

jtritten121@comcast.net <jtritten121@comcast.net>

Sun 11/7/2021 2:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have reviewed the material available at <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>

My comments are as follows:

1. The proposed new standards are written in jargon not understandable to the general public. Therefore I assume that the PED does not really want inputs from the average resident of New Mexico or the parents of New Mexican students.
2. It appears that the emphasis is on what is wrong with America, and there is little emphasis on what is right, what has been exemplary, and what made this country great.
3. It appears that the emphasis is on forcing various agendas into the classroom rather than teaching students how to think and letting them make up their own minds.

James Tritten, PhD
491 Valle Vista Rd
Corrales, NM 87048-6404

[EXTERNAL] New Social Studies Standards - comment

Erika EJA Gmail <erika.jones.eja@gmail.com>

Sun 11/7/2021 2:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I attended Albuquerque public schools; elementary through high school, as did my children. My grandchildren, and great-grandchildren, attend(ed) the Farmington school system.

I think the new Social Studies Standards are excellent! Thanks to all the dedicated, wise, hard working educators who designed them.

I'm especially impressed with the inclusion of:

- actual history, especially as it tells the truth about racism and repression in New Mexico and America.
- telling the truth about our history, including horrible things done to past (and current) generations by our forefathers, fathers and mothers.
- teaching children how to examine and evaluate sources of information.
- teaching children how to think, how to think critically, how to reject lies even when those lies are padded with "but-everyone-agrees" or "this-is-exciting".
- teaching children how to value who they are and how to value others!

Bravo to all those who developed the new standards and who will be developing the curriculum and training to implement these standards.

All the best!

Erika Jones

10501 Lagrima De Oro NE, Apt 101

Albuquerque, NM 87111-3738

Cell: (505) 699-4600

Erika.Jones.eja@gmail.com

Sent from my iPad. Please excuse typos.

[EXTERNAL] Re: Feedback on Proposed Social Studies Curriculum Update

Robert Wood <robwood@wwdb.org>

Sun 11/7/2021 2:27 PM

To: David Tofsted <dtofsted@gmail.com>**Cc:** FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; juan garcia <garciagd1955@gmail.com>; ROBERT W ENDLICH <bendlich@msn.com>; rick@verde-environmental.com <rick@verde-environmental.com>; Jon P. Kahler <jpk476@comcast.net>; Dale Ann Lathrop <dalathrop87@gmail.com>; rebecca.dow@nmlegis.gov <rebecca.dow@nmlegis.gov>; Ronnie Sisneros <ronnie1519@gmail.com>; Bill Kolbin <figetaboutit@aol.com>; Bill Beerman <williamsr@wbeerman.com>; Ray Jaramillo <rjaramillo1@lcp.net>; Gilbert Bishop <gibishop@hotmail.com>; Bob Murray <robertkmurray@gmail.com>; Bob Rogers <bjoelrogers42@gmail.com>; David Cheek <dcheek@pdq.net>; Kimberly Skaggs <kim@gopnm.org>; Steve Pearce <Steve@gopnm.org>; Janice Arnold-Jones <jearnoldjones70@gmail.com>; Dave Gallus <davegal1@msn.com>; Daniel ☺ <daniel@missionoffaith.org>**CAUTION:** This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

David,

Wow, you took my thoughts to the Nth degree. Thank you. If you presented that to a jury this whole insane curriculum revision project would hit the trash can. This treatise of the subject you have so eloquently put together in such an easy to grasp short burst format should be published because you included everything we need to know on a curriculum revision of this type. These overeducated under intelligent bureaucrats are insidious at best and are totally desiring to turn neighbor against neighbor because it is so much easier to manage disgruntled people by continually steering them to blame their lot in life as the result of another's action.

Rob

On Nov 7, 2021, at 10:00 AM, David Tofsted <dtofsted@gmail.com> wrote:

When we consider the school subject matter of Social Studies what do we truly mean? We must mean, essentially, what mankind has learned over the past six thousand or so years about how human beings can get along with one another to form social orders in which we do not mistreat one another and in which we come to understand how different societies have attempted to form in the past.

Such social systems provide us insight into what humans have attempted before, and have either succeeded or failed, and what has been learned.

As such, let us begin our studies of the Social Studies agenda outlined in the proposed standards. We begin in 6.29.11.8 (Standards for Kindergarteners). Under paragraph A.1 (a) and (b) and A.2 (a) and (b) we find the discussion of rules, their purpose, etc. Yet what if we happened to be living in Hitler's Germany? Or Pol Pot's Cambodia? Would the discussion of Rules be treated the same? Obviously not. Breaking the rules could be a death sentence.

Therefore these discussions are inappropriate because they ASSUME knowledge of a specific context. The same would be true of A.3. What if the Hammer and Sickle or Nazi Swastika or Confederate flag were our symbols? This sort of teaching standard makes assumptions at its very beginning that lead young children to making assumptions about their state that are not based on the KIND of government that exists. Better to teach them about the merits of the system that they are being asked to tacitly endorse than to FORCE them to accept this system without knowledge of WHAT they are being forced into accepting.

Paragraph C.3 for Kindergarteners makes a terrible presumption. It presumes that kindergarteners would understand about migration, population differences, and other communities that may be hundreds of miles away. For children who have never travelled because their family has never taken them anywhere, or they cannot actually remember such trips, leads to disparate results depending on socio-economic situations. This is not a good outcome. This objective should be dropped until they have been introduced to various historic sources of information.

Paragraphs D.1 and D.2 are so vague that we have no idea what sort of HISTORY is meant. What sort of "historical change," "continuity," "context," and "reconciliation" are possible except as illustrated through specific examples to be taught. Similarly, what sort of "power dynamics," "leadership," and "agency" are meant?

And HOW is it historical if we are talking about current community leaders and not historical examples?

Then, in paragraph E the focus is on diversity and individuality. But what appears to be missing is how Americans are diverse from other peoples of the world. Why should the uniqueness of Americans be excluded from the standards? They should not. We should encourage our students to celebrate our freedoms.

Paragraph F then suggests that kindergarteners, knowing basically nothing of the world, world cultures, and political systems, should nevertheless be aware of "compelling questions" and how to 'critique' conclusions, WITHOUT knowing the foundations of LOGIC. Then, in F.3 they are to be encouraged to take "informed action."

I ask, informed by who/whom? Take group or individual action to "address local, regional, or global problems"? To use "deliberative and democratic procedures to make decisions about ... civic problems in their classrooms"? How is this "Inquiry"? Where were they informed of HOW to perform "deliberative" or "democratic" procedures?

It seems to me that these students were just told to FOLLOW the RULES laid down by their teachers and other authority figures. How is this consistent with "democracy"? Perhaps the students should be allowed to VOTE on when they should arrive at school, who can speak in class, when they should be allowed in the hallways, etc.

Everything about the school-day is completely UNDEMOCRATIC, yet somehow they are supposed to glean from this dictatorial system how to act as free citizens in a democracy? How is that possible? Where is the undergirding objectives that support these flowery concepts to be taught in F.2 and F.3? These objectives are unsupported.

In fact, virtually identical language for the Inquiry section is contained through the fourth grade. Why?

It seems as though the proper time to introduce much of the material that needs to be discussed in later grades is the sixth grade. In this grade (6.29.11.14), paragraph D.1.c discusses the advancements of Middle Eastern and Asian societies of technologies. Missing is any requirement to understand the positive impacts of various European technologies (the plow, horses, mules, oxen, cattle, and other agricultural equipment (shovels, rakes, hammers, nails, etc.) on indigenous societies.

Certainly the introduction of the horse greatly impacted ALL of the Indigenous populations of the Americas. Why does the word "horse" not appear in any of this document? Certainly the introduction of cattle and barbed wire affected the west, yet there is no mention of barbed wire.

Nor does the word "oil" appear. It is as though the oil boom in the west is a non-event. Should we not mention the existence of Route 66 which is a highly relevant component of New Mexico's history?

The word "uranium" ONLY appears in relation to nuclear weapons, but not in terms of nuclear power. Why?

When discussing the comparisons of different ruling methods in 6.29.11.14.A.2, only monarchy, democracy, republic, and oligarchy are mentioned. Yet the concepts of Marxism are never mentioned. Why is this? Shouldn't our students at least be taught about the failures of socialist governments in Russia (the Soviet Union), Nazi (national socialism) Germany, Fascist Italy, eastern Europe under the dictatorship of the Soviets and the Warsaw pact, Communist China, concentration camps in Vietnam, etc., or other forms of dictatorships around the world, past and present?

Nor are students (apparently) to be informed of the brutality of the Aztecs, Toltecs, Mayans, Navajos, or Apaches, who all brutalized their neighbors. If we're going to be honest in our histories about America, we also should be willing to be honest about other cultures as well.

Likewise, where is the discussion of the Mongol hoards who conquered much of Asia, or the historical brutality illustrated on the tombs of their rulers between the Egyptians and their neighbors, or the Assyrians, Babylonians (Chaldeans), Arabs, Turks, Huns, Goths, Vikings, etc.

More recently, European nations under monarchic rulers went to war against one another (the 30 years war, Julius Caesar's invasion of the lands of the Gauls, the Napoleonic wars, Viking invasions throughout Europe, etc. One need not look far to see wars between the Siamese and their neighbors the Vietnamese. Or Muslim invasion of Indonesia, or current Muslim insurrections between Muslims living on the island of Mindanao and Philipinos. Looking further back in history we could address the internal warfare between various clan factions on the Japanese Islands or wars in China between different ruling dynasties.

The point is that to look in isolation of current events at the behaviors of the early settlers and ignore all of the rest of world history appears to be a vast mistake. Humans have been warring with one another for thousands of years and perhaps as far back as humans have lived. The object has always been resources.

Take, for example, the Navajos. They have their internal name as the Dine. But they are termed the Navajos, which means raiders, because of their behavior towards the Pueblo peoples, whom Europeans found living in pueblos, cities without doors, accessible only by way of ladders so that their Navajos "neighbors" could not rob them.

And what of the history of the Aztecs of Mexico, who sacrificed tens of thousands of members of neighboring tribes the year before the conqueror Cortez arrived. If it had not been for Cortez how many thousands more Meso-Americans would have died due to Aztec holocaust policies? Shouldn't this material also be included in the world cultures section of the curriculum?

The study content also appears to be nearly completely devoid of any discussion of religious motivations for various societal behaviors. While most early religions featured beliefs in multiple gods, the rise of Zoroastrian, Jewish, Hindu, Buddhist, Christian, and Muslim belief systems produced profound changes in societal structures throughout Asia and Europe. These changes are totally ignored in the standards. The religious natures of present-day Japan, Thailand, Indonesia, the Middle East, North Africa, Israel, Europe, and the Americas have been profoundly affected by such religious tides. To ignore the geopolitical influences of such tides, and even intra-religious divisions such as the distinction between Sunnis and Shiites, or the influence of the Reformation (another ignored topic), is almost criminal, especially considering the religious makeup of these United States.

It seems further, to this observer, that the "Inquiry" sections of various subjects have been written to provoke "social justice" behaviors among students. Yet such behaviors, especially in the early years of education, have not been properly balanced by supplying students with (initially) a reasonable perspective on historical social systems, which were, in fact, brutal and horrible between the tribes in the Americas prior to the arrival of the "largely peaceful" European settlers from England and France. I won't speak of the Spanish since they came basically as their own types of raiders, but...

The French immigrants who explored the Mississippi valley largely attempted to get along with the Indian tribes. Likewise, the English settlers came primarily to escape religious persecution. Apparently that fact has been ignored by this curriculum as well. One portion of my family came here from England with William (Billy) Penn. They were Quakers, who were not on the same page with the "Church of England" under the king. This portion of the Social Studies curriculum has been completely ignored.

Another part of my family, I discovered recently from a cousin, fled from England because of a disagreement between one member of our family (who signed the death warrant for King Charles I and was later drawn and quartered) and the crown.

In light of my family's experiences of why we emigrated from Europe to this country, I see no evidence in these standards to explain these motivations. Further, we see no evidence for the emigration of Jewish peoples from Europe due to pogroms in the early 20th century, nor other religious objectors to state-run religions as motivations, nor the behavior of individuals in the early 1930's who left Germany prior to World War II and the Nazi regime's terror campaign against Jewish citizens, nor the emigration of oppressed Vietnamese following the end of the Vietnam war, nor from Cuba, nor Eastern Europe, all due to the oppressive policies of socialist or communist governments.

However, the experience and nature of the European immigrants must also be kept in perspective. The Spaniards who came to the Americas starting in 1492 came here the same year Spain itself was finally freed of the Muslim Moors who ruled the Iberian Peninsula for the prior 700 years. The Muslim faith fully accepts a slave mentality and had brutalized the peoples of Spain for the previous 700 years. Is it any wonder, then, that the Spanish who arrived in the Americas should have adopted some of the same Muslim attitudes?

Likewise, the word "slave" came from the word "slav," a tribe from eastern Europe. Thus slavery as a concept was not limited to its impacts only on people of color. Likewise, the Muslims of the Barbary coast of northern Africa, in 1800, were taking European ships and enslaving their passengers and crew. So slavery was not just a one-way (blacks enslaved by whites) phenomenon. Students need to know this.

We must also look carefully at the curriculum objectives surrounding "social justice warrior" training versus individual achievement in education. The underlying assumption of much of what is termed "Critical Race Theory" posits that entire races or ethnicities are oppressed and somehow held down by other ethnicities and/or races. While this content is not directly taught or justified in the stated curriculum, its assumptions appear throughout these standards (1) in the form of forcing students to classify themselves into "intersectional" ethnic, racial, and tribal subgroups starting as early as kindergarten [para. 6.29.11.8.E.1.f]. The standards then urge students to begin formulating plans to enact improvements to their lot in life as part of some tribal actions based on their differences from other groups as early as kindergarten [para. 6.29.11.8.F.3 a and b]. The standards then go on and on concerning directing children in this same vein of social justice throughout the K-12 curriculum.

However, no two individuals have the same talents and skills. This curriculum therefore focuses students on an argument that they can ONLY succeed IF the group that they are a part of can somehow overcome these civic, local, regional, or global "problems." But who is to define these problems? Is it the students themselves, or is it teachers with an agenda and an axe to grind who are directing them? And why start looking at (and burdening) children as early as kindergarten with considering problems that they cannot possibly address? Nor do these standards even attempt to address which problems they are planning to direct children into addressing.

For example, perhaps children should be addressing the problem of an Iranian nuclear and missile program that could lead to a nuclear confrontation? Or perhaps considering the proliferation of Chinese coal-burning power plants and the sale of Chinese-made products in the US coming from factories relying on said power plants. Or perhaps the issue is more local such as alcoholism on the Navajo reservation. Yet how would or could kindergarteners solve such deep and troublesome problems? Is this truly what we want to burden children who cannot read, write, add, spell, or subtract with? Thus this agenda is too much and too worrisome for young children. It should be relegated to

High School classes, if desired, but certainly no younger, since younger children will have no tools to meaningfully examine the alternatives if they cannot read, and no useful tools to address these issues if they cannot write to express themselves on the issues.

There is also no content at all regarding the nature of the Communist Revolutions that occurred all over the planet during the 20th century and the millions of people who were murdered by the communists. By contrast, there are numerous references to our own Revolutionary War and nine references to our own Civil War. But the problem there is that one needs to keep these two wars in context. While our own wars were devastating and significant, the participation and the reasons for our involvement in the two World Wars and the Cold War deserve more than simply a few mentions at the High School US History level. Why? Because these wars occurred because opposing socialist, communist, and/or dictatorial governments fomented wars on the European and Asian continents that disrupted and greatly affected the economy of the United States. Students who do not understand the dynamics of how and why these different governmental forms have influenced decision-making in our government will be blinded to why and how our government is distinguished from these totalitarian systems up until they take US History in High School. This is simply not right.

Also, I note that the terminology "democratic principles" appears numerous times in the descriptions of various objectives, but never the terminology "republican principles" never appears, and the word "republic" only appears three times. Yet our government is not a democracy, it is a particular TYPE of democracy, it is a constitutional republic. In fact, at paragraph 6.29.11.17.A.1.e the document even says "constitutional democracy." This terminology is clearly misleading. There are many forms of democracies. But our country is a particular type of democracy, it is a Republic in which we elect representatives of the people to make decisions for the rest of the population. But it is more than a republic in the sense that our representatives are limited in their abilities to dictate to us the laws based on the restrictive framework of the constitution. Students deserve to know how our Republic restricts the use of power through its system of checks and balances. Yet while the use of the term "democratic principles" appears as many as nine times in these guidelines, the phrase "checks and balances" appears only once, in the seventh grade curriculum.

Likewise, when Benjamin Franklin was asked at the end of the Constitutional Convention in Philadelphia what he had accomplished, he said, "a Republic, if you can keep it." Not a democracy, a Republic. Republican principles are different from Democratic principles. Republican principles involve limited authority to perform acts, and checks and balances to power, and in our Constitutional Republic they represent specific means of amending our laws and specific rights of citizens through the bill of rights. Further, the bill of rights is not even cited in the High School US History standards. This is a clear gap in the standards.

I believe that the Bill of Rights clearly should be included in the standards in relation to the High School Economics course, since these relate to property rights (search, seizure of property, use of property, free enterprise, etc.). It also should be included for comparison purposes in the study of High School World History in terms of rights that were not afforded to citizens in other societies. As an example, in the nineteenth century the ruler of Egypt sold one of the obelisks to the French government. This same ruler claimed to own ALL property within the nation of Egypt. Similar confiscation of property occurred in Nazi Germany and in Soviet Russia. In Pol Pot's Cambodia anyone with a college education was summarily murdered. And during deliberations over the text of the Declaration of Independence the phrase "Life, Liberty, and Pursuit of Happiness" was in one draft expressed as "Life, Liberty, and Property." So property rights and the right to life which are also related to "gun rights" (another phrase missing from the standards) were very important in drafting our Bill of Rights.

The subject of the Bill of Rights and the structure of the checks and balances present in the US Constitution should also be referenced in relation to the New Mexico Constitution in the New Mexico History curriculum. The Bill of Rights, in particular, are protected separately in our New Mexico Constitution, and not as Amendments, as they are in the US Constitution, but as specifically incorporated elements of our constitution. Students should know this, but this is ignored in the standards. Students should also know that the New Mexico government is structured like the US Republic in the sense of containing checks and balances to the power of the governor versus the state

legislature versus the state judiciary. Yet this aspect of our government is not covered in the NM History standards.

Also in the New Mexico History class there is no mention of the tremendous impact of oil and gas exploration and industrial development and the southeast and northwestern corners of the state. Yet, curiously, there is mention of the Homestead Act twice, once at para. D.1.d and again with identical language at D.1.b. There is mention of weapons testing in NM (C.1.a), and artists (C.2), and cattle ranching (C.3.a), and agriculture (C.3.c), and the movie industry (B.1.b), yet not oil and natural gas? Why not? Especially since the movie industry is almost entirely subsidized by the state government itself, and artists make up an exceedingly small portion of the overall economy, yet the oil and gas sector makes up over a third of the state's economy.

Likewise, in examining the standards, the state's extensive historical mining industry has been completely ignored. In our county there are numerous old mine sites. Historically the mining industry was a very important part of New Mexico's economy. Why has this been ignored?

Overall, I find these standards to be woefully deficient of important aspects of our history and a reasonable perspective of the role of the US in world history and an important beacon of freedom when compared to dictatorial, monarchical, communist, and other totalitarian forms of government around the planet.

I also find it unconscionable that little kids in kindergarten through fifth grade should be rushed into considering social activist thinking when they have NO perspective at all on how to perform deliberative thinking, know nothing of the rules of logic, and have not been taught HOW to think, rather than having their heads filled with concepts and biases of school officials on WHAT to think.

Similarly, the overemphasis on "taking action" at all grade levels and in nearly every class is overkill and out of place for a curriculum presumably focused on giving children perspectives on what they need to know and not attempting to force them into group actions that will merely lead them into peer pressured situations where they will need to either go along with what the teacher or their peers think or be ostracized. These "inquiry" objectives that read nearly the same in every curriculum area are therefore out of place and overly repetitious. They should be removed or at best restricted to only a few High School level classes, not distributed throughout the curriculum. By placing these objectives in nearly every subject this "group think" mentality is being "infused" throughout the curriculum and there is no reason for this overly repetitious material to be taught over and over again to the exclusion of other more important subject matter, like the Bill of Rights, the Constitution, comparisons between present freedoms in the United States versus past lack of freedoms under monarchical or dictatorial governmental systems.

Finally, I do apologize if this material is somewhat repetitive. The standards themselves are highly repetitive and cover (or do not cover) many aspects of social studies that are unnecessary (or are missing), and coming to grips with all of these aspects in a very complex document are difficult to understand when looking at a single page of the standards. Overall, these should be completely revised to provide a more streamlined and focused document designed to teach students what they need to know to make informed decisions about social studies, but not direct them into taking actions based on preliminary and incomplete knowledge.

Sincerely,
David Tofsted, Ph.D. Electrical Engineering, NMSU 2013

[EXTERNAL] New Mexico Dept of Education Social Studies Curriculum changes

Lori Coleman <lorilytlecoleman@gmail.com>

Sun 11/7/2021 3:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern;

After reading the proposed changes/additions to the Social Studies program for Public Schools I adamantly disagree with the topics addressed. History has not played out yet on the topics of Covid-19 response by the federal government, nor has it played out on the supposed history on African American race discrimination or the history of the sexual identity crisis in our population. Addressing history based on political opinions and not biblically is wrong!!!! I am a mother of two teenagers and will fight this!! New Mexico should be ashamed!

Sincerely,
Lori Coleman
575-545-2814

[EXTERNAL] Public Comment on proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies curriculum standards.

Tallie Segel <tallie@eenm.org>

Sun 11/7/2021 3:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: EENM Director <director@eenm.org>; Stephanie Haan-Amato <stephanie@eenm.org>

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Please see formal letter attached.

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena,

Environmental Education of New Mexico (EENM) works to support equitable daily access to outdoor and environmental learning for all New Mexico kids. We believe that access to high-quality, engaging, and meaningful outdoor and environmental education opportunities lead to a thriving future for all where environmental and social responsibility drive individual and institutional choices. We see strong connections to this vision through the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies curriculum standards.

As a community-centered organization supporting a broad network of in-school, out-of-school, and community-based educators and stakeholders, EENM appreciates the extensive and collaborative process undertaken to review and update the K-12 social studies standards. We particularly appreciate the guiding principles underpinning the process and the outcome of recommended standards, as we agree that epistemic justice, indigenous perspectives, and cultural diversity are foundational to more just educational experiences for New Mexico students. Our work echoes the need for addressing root themes and causes, divergence from singular narratives, authentic storytelling, and inquiry-based thinking and critical thinking.

EENM also sees alignment and possibilities for our network to support Social Studies education content through additions and new framing to the content standards, particularly inquiry and geography. We stand ready to support teachers who are keen to integrate outdoor and environmental learning into their repertoires around the anchor standards under geography, ethnic, cultural, identity stories, and inquiry as these anchor standards invite opportunities to support environmental literacy. Environmental education engages learners as they understand how nature works and how humans impact our world. Outdoor and environmental learning are hands-on, interdisciplinary, empowering, and relevant to learners' everyday lives. They give them the knowledge and tools they need to be environmentally literate—ready to face environmental and social challenges with confidence and optimism. Our view of

outdoor and environmental learning is that it is student-centered, culturally relevant and responsive, relevant and meaningful, multidisciplinary, and supports physical, emotional, social, and spiritual health and wellbeing.

Finally, EENM sees alignment with the broad conceptual updates to the New Mexico Social Studies standards with our own [strategic priorities](#) of supporting environmental and outdoor learning communities of practices around culturally responsive education and inquiry based learning and investing in standards-aligned curricula on climate change, environmental justice, and place based cultural learning.

We stand ready to engage with educators around these content areas with the adoption of these much needed updates.

Tallie Segel (she/her)

Director of Strategy

Eileen Everett, Executive Director

Stephanie Haan-Amato, Communications and Development Director

Environmental Education of New Mexico, eenm.org

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November 4, 2021

Environmental Education of New Mexico

PO Box 36958 • Albuquerque, NM 87176-6958

info@eenm.org • 505-859-3366

eenm.org

John Sena
Policy Division
New Mexico Public Education Department
Via email: rule.feedback@state.nm.us

Dear Mr. Sena,

Environmental Education of New Mexico (EENM) works to support equitable daily access to outdoor and environmental learning for all New Mexico kids. We believe that access to high-quality, engaging, and meaningful outdoor and environmental education opportunities lead to a thriving future for all where environmental and social responsibility drive individual and institutional choices. We see strong connections to this vision through the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies curriculum standards.

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Environmental education engages learners as they understand how nature works and how humans impact our world. Outdoor and environmental learning are hands-on, interdisciplinary, empowering, and relevant to learners' everyday lives. They give them the knowledge and tools they need to be environmentally literate—ready to face environmental and social challenges with confidence and optimism. Our view of outdoor and environmental learning is that it is student-centered, culturally relevant and responsive, relevant and meaningful, multidisciplinary, and supports physical, emotional, social, and spiritual health and wellbeing.

Finally, EENM sees alignment with the broad conceptual updates to the New Mexico Social Studies standards with our own strategic priorities of supporting environmental and outdoor learning communities of practices around culturally responsive education and inquiry based learning and investing in standards-aligned curricula on climate change, environmental justice, and place based cultural learning.

We stand ready to engage with educators around these content areas with the adoption of these much needed updates.

Sincerely,

Eileen Everett	Stephanie Haan-Amato	Tallie Segel
Executive Director	Communications and Development Director	Director of Strategy

[Environmental Education of New Mexico, eenm.org](https://eenm.org)

~Cultivating the Future of Environmental Education~

Our shared vision and strategy: Every Kid, Every Day, Every Way

[EXTERNAL] Changes in History and Social Studies Curriculum

Janet <jwilli52@hotmail.com>

Sun 11/7/2021 3:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Janet Williams
President
Santa Fe NOW
Box 32674
Santa Fe, NM 87594
nowsantafenm@gmail.com

November 7, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena;

Please consider this letter to be our formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. Santa Fe NOW is concerned about the growing effort to suppress truth and believe teaching a true history will graduate students equipped to be critical thinkers and actors on behalf of their own interests.

We are writing in support of the proposed social studies standards. We want to commend the PED for undertaking these revisions, and we are impressed by the scope of work undertaken by the committee that drafted them. We believe the K-8 standards and the framework of the 6 strands works beautifully. If we were to teach to these standards, we can envision how we or an experienced teacher might do so effectively engaging students. Had our generation been taught to these standards, we are convinced we would have a healthier democracy. While we found the high school standards also admirable, they could be better organized to ensure a clearer presentation. In their present form, there is a lot of repetition.

These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives.

We urge the department to adopt these standards. We hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history, that is Eurocentric and fails to enable children to face the challenges that are ever-present in their daily lives. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

Janet Williams

President

[EXTERNAL] Proposed Standards Social Studies Standards

Jack Welch <johnwelc1957@gmail.com>

Sun 11/7/2021 4:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir/Madam, I strongly support the adoption of the proposed social studies standards. The adoption of these standards is vital to the education of our current and future students.

Sincerely

John H Welch

2467 El Dorado Ct.

Las Cruces, NM 88011

[EXTERNAL] Re: Changes in History and Social Studies Curriculum

JUDY KOWALSKI <judy_520@msn.com>

Sun 11/7/2021 4:23 PM

To: Janet <jwilli52@hotmail.com>

Cc: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Excellent letter, Janet. Thanks for writing such a thoughtful response!

Judy

On Nov 7, 2021, at 3:25 PM, Janet <jwilli52@hotmail.com> wrote:

Janet Williams
President
Santa Fe NOW
Box 32674
Santa Fe, NM 87594
newsantafenm@gmail.com

November 7, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena;

Please consider this letter to be our formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies. Santa Fe NOW is concerned about the growing effort to suppress truth and believe teaching a true history will graduate students equipped to be critical thinkers and actors on behalf of their own interests.

We are writing in support of the proposed social studies standards. We want to commend the PED for undertaking these revisions, and we are impressed by the scope of work undertaken by the committee that drafted them. We believe the K-8 standards and the framework of the 6 strands works beautifully. If we were to teach to these standards, we can envision how we or an experienced teacher might do so effectively engaging students. Had our generation been taught to these standards, we are convinced we would have a healthier democracy. While we found the high school standards also admirable, they could be better organized to ensure a clearer presentation. In their present form, there is a lot of repetition.

These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives.

We urge the department to adopt these standards. We hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history, that is Eurocentric and fails to enable children to face the challenges that are ever-present in their daily lives. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

Janet Williams
President

[EXTERNAL] Proposed Social Studies Standards

Jan Kapustinsky <jankap505@gmail.com>

Sun 11/7/2021 5:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena:

I am a long time resident of New Mexico (since 1971) and I am writing to you in support of repealing the current Social Studies standards in New Mexico schools to be replaced with the proposed 6.29.11 NMAC, Social Studies.

I have become familiar with the proposed standards and I commend the PED for undertaking the revisions and the scope of work undertaken by the committee that drafted them.

I believe the proposed standards will better prepare our students to deal with everyday challenges in a more truthful and ethical manner. And with this knowledge they will become more effective members of our society. That's a win win!

Respectfully,

Jan Kapustinsky
106 W. San Mateo Road
Santa Fe, NM 87505

[EXTERNAL] high school curriculum

Barbara Lenssen <barbaralenssen@comcast.net>

Sun 11/7/2021 5:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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January 6, 2021 ,the day we almost lost our democracy, should be added to the curriculum. Invaders came into the US Capitol with the purpose of overthrowing the Congressional vote to certify the election required by our Constitution. The mob was incited by a president who refused to concede the election and lied about nonexistent voter fraud. This invasion of the Capitol was one of the most historical events in the history of our country. Not since the War of 1812 had the Capital been invaded.

Submitted by Barbara G Lenssen Phd.

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed Social studies standards

Gl Ma <glamma5051@gmail.com>

Sun 11/7/2021 7:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it my concern,

Your department is responsible for ensuring the safety and inclusivity of ALL students, regardless of gender, background, race, and culture. What is being proposed pretends to adhere to what I described above, however in reality, it teaches the exact opposite. Are you seriously suggesting that teaching our students that their color is celebrated unless it's white?? What if siblings are a blend of Hispanic and white? African American and white?? Who are you to decide what color or race in our children is right or wrong?? Your job is to teach and guide students through STEM and literacy. Leave the divisive topics out of your decision making policies. Period!

Signed a concerned educator and parent,

M.B.C.

[EXTERNAL] SS Standards Feedback

Zoe Nelsen <znelsen@montedelsol.org>

Sun 11/7/2021 8:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. John Sena
Policy Director
New Mexico Public Education Department
300 Don Gaspar, Rm 121
Santa Fe, NM 87501

Dear Mr. Sena:

My name is Zoë Nelsen, and I am the Head Learner at Monte del Sol Charter School. I support the Public Education Department's proposed update to the New Mexico Social Studies Standards. The inclusion of Ethnic, Cultural, and Identity Studies will provide a more inclusive and inquiry strand to promote higher-level thinking.

As a school leader, I recognize the importance of teaching equity to our students while simultaneously connecting to their personal identities. As equity continues to be a priority for all, I support that these standards are reflective beginning in Kindergarten and through Grade 12. It is essential to teach students to continually connect with and develop their identities as they grow and learn.

The addition of inquiry standards allows our students to reach a higher standard of critical thinking as they move along through their educational careers. As seen in the standards, allowing students to identify biases while using primary and secondary sources, we are teaching our students to develop their views and make connections to real-time, real-world events and issues. The standards align with common core standards and enrich our students' learning for more of the school day.

I believe these standards are a significant upgrade to those currently in place and provide inclusion and rigor. I would again like to reiterate my support of these standards and look forward to implementing them in the upcoming years.

Best Regards,

--

Zoë A. Nelsen, Ph.D ([she/her](#))

Head Learner

982-5225 ext.101

www.mdscs.org

4157 Walking Rain Rd.

Santa Fe, NM 87507

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[EXTERNAL] Comments on the Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies

Sherida Burnett <sherida.burnett@gmail.com>

Sun 11/7/2021 9:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please find the attached PDF file with our public comments regarding the proposed social studies standards.

Thank you,

Sherida and Denny Burnett

86 McCasland Rd.

Pinon, NM 88344

sherida.burnett@gmail.com

To: John Sena, Policy Division, New Mexico Public Education Department
From: Sherida and Denny Burnett, Concerned Parents, Artesia Public Schools
Date: November 7, 2021
Subject: Comments on the Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies

Dear Mr. Sena,

We are writing to express our concerns and comments on the proposed repeal and replace of 6.29.11 NMAC Social Studies Standards. We currently have two children in public school and one that will enter kindergarten next year, so we write with great interest for the future of their learning within NM public education. We fear that these revised standards are trying to shape our children's young and impressionable minds with the idea that the America they live in is systemically biased and inherently against certain "groups". We do not understand why this is the case. Why is this the moment of time that we should begin teaching our children such a demoralizing theme about the nation that offers more freedom than any other country in the world? Why has the America we learned to be a place of opportunity for people of all colors, ethnicities, and identities, now suddenly become a place that our children are told is one of dissent, division, and inequality? If we are not mistaken, great measures have been taken throughout the years to ensure that ALL people in the United States are offered opportunity, support, and a right to pursue life, liberty, and happiness. Men and women throughout our nation's history have laid down their lives in battles and movements to help secure this for our own citizens and for those who willingly immigrate here. Now, do we dispute that America is not perfect? Absolutely not! We acknowledge our shortcomings and mistakes, but we learn from those circumstances and use our role as a citizen to help make the country we live in a better place. If **we** can readily acknowledge this, as students who passed through the public school system under older social studies standards, why is there a need to push new ideology on students through these revised standards? That seems to be the focus and goal of such ideology-to let children today know the "truth about our history". As if our children are not being taught any of the ugly and hard parts of our history. If this were true, then we would continue to have the same level of issues that our great country has waded through and clawed our way out of to form a more perfect union. We testify that we were taught the hard parts of our history and that we have learned from those things and see our nation as a melting pot of people united who rose above those low points and have rallied together-NOT as a bunch of divided groups that are oppressing or being victimized. As parents, we desire our children to be taught THE FACTS-not ideology, not feelings, not hypothetical experiences. Teach our children under the standard of presenting THE FACTS- the good, the bad and the ugly. That is your job as educators. It is not your job to teach our child how to identify or to present material that is intended to influence our child to think about history in a particular way. We should not be teaching our children how to group, separate, and divide each other into categories, we should be teaching them to be **Americans**. That is the identity they all share, and the one that should be presented as the standard for all social studies curriculum.

We would now like to address some of the proposed standards that will affect our children directly in the following school year. These are Kindergarten, Third Grade, and Fifth Grade standards that will apply to our children respectively.

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

- K.22. Communicate a positive view of themselves and identify some of their group identities.
What even is a group identity? Does this mean ethnicity? Does this mean gender? Children certainly recognize the ways they are different and are more honest about this than anybody. Encouraging them to divide their classroom into groups does not teach them anything about social studies. It simply teaches them to point out how someone is different than them rather than teaching them how we are the same and can be united in friendship. How would a kindergartener have the capacity to think about this in a manner more deeply than that?
- K.23. Describe ways they are similar and different from people who share their identities, and people who do not.
Again, this is teaching five- and six-year-olds how to glorify differences rather than view all people as equal.
- K.24. Identify how their family does things both the same as and different from how other people do things.
We believe that it is absolutely fine to discuss and talk about how families carry-on different traditions and practices. However, the focus on these things in a classroom setting should be that this is what makes America so diverse and wonderful-not divided or pitted against each other.
- K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.
First and foremost, this is a poorly written standard that does not even use correct grammar. How do you describe family history TO current contributions? Should this say Compare rather than Describe? And again, we are looking at contributions to history through the lens of identity groups rather than simply acknowledging great Americans (regardless of color, gender, or age) who helped shape our country.

Third Grade: Ethnic, Cultural, and Identity Studies 19. Diversity and Identity and Ethnic, Cultural, and Identity Studies 21. Community Equity Building

- 3.27. Express a positive view of personal identities without making someone else feel badly.
Why is it a social studies standard to have a teacher teach my child positive self-esteem? Again, this seems way out of the lane of public education. Also, what about the children who do not fit into any certain identity group or are perhaps even ashamed of their "identity"? How would openly discussing and forcing them to "identify" which group they belong to not make them feel badly? Right or wrong, not everyone has a "positive" view of their personal identity and should not be forced to break down what groups they belong to, especially when this has absolutely NOTHING to do with their education. Fitting in is a difficult enough pressure that kids today are facing, and this seems to only serve to exasperate that stress.
- 3.28. Compare and contrast cultural identity with other people and groups
Our comments above apply to this standard as well. Also, we do believe it is fine and healthy to compare and contrast cultural differences, but under the focus that our differences can all be celebrated as united Americans who have the freedom to carry out the traditions and lifestyles we choose. And again, right or wrong, many children who are multiracial may not have a specific "cultural identity". Forcing them to find or choose a group they belong to is undermining their right to identify as American.

- 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

We do not like the incorporation of the word “groups” in this standard. While it could mean organizations, following the previous two standards, it seems the implication is ethnic or “identity groups”. The word “groups” is used in this context throughout the standards document. The focus should be on the actions of “people” not groups. This will teach kids that people (no matter color, age, or gender) are what make a difference-NOT groups. They may be only one person, but they can make a difference, no matter what “group” they belong to.

Fifth Grade:

Inquiry 25. Communicate and Critique Conclusions

- 5.5. With teacher direction, construct responses to compelling questions supported by reasoning and evidence.

A standard is defined as “a degree or level of requirement or attainment”. This does not fall into the category of a standard. This is clearly worded as a specific assignment. Also, it concerns us greatly that it explicitly says, “With teacher direction.”. How is a teacher suppose to direct my child’s response? Are they supposed to use their own reasoning and evidence or be directed by the teacher on how to construct their response? This invites a teacher to impose his/her ideology on the class through the giving of such “compelling questions” and the directing of student’s responses. This seems very dangerous and again is an assignment, NOT a standard of learning.

Civics 2. Processes, Rules, and Laws

- 5.9. Analyze how different individuals and groups influenced the creation and interpretation of the foundational documents.

Again, we disagree with incorporating the use of the word “groups”. A variety of people led to the creation of our foundational documents, but their “group identities” are certainly NOT glorified or incorporated into those documents. In fact, those documents served to UNITE. As stated in the Declaration, “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.” Or in the beginning of the Constitution, “We the People of the United States, in Order to form a more perfect Union...” By all means, let us recognize individuals and people who influenced the creation of the foundational documents, but trying to pin down “identity groups” at our nation’s inception is to demean the very value under which our UNITED States of America was born.

Civics 3. Civic Dispositions and Democratic Principles

- 5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

How is the word “inequity” supposed to be defined in this standard? This seems to only portray the idea that the United States has perpetuated injustice and unfairness rather than acknowledge that it has literally fought within itself (brothers against brothers) to bring about emancipation, justice, and liberty. It has fought to bring women’s rights and civil rights to its people. Also, what conflict is my child supposed to recognize? We don’t think you could ask any NM fifth grader to identify the conflict in our country right now and they would be able to definitively answer. This, therefore, implies that a teacher must “teach” my child about such “conflict” even if my child does not view

their world or their country in such a manner. Their reality and experience is being skewed by the presentation of such ideology.

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

- 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.

What exactly qualifies as a main identity group? What if your family doesn't nicely fit into one of the "main identity groups"? Why do all of these standards seem to imply that people's contributions through history are tied to their "identity group"? I fear this teaches children that what they are able to accomplish or achieve is defined or directed by what "group" they belong to.

- 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

Again, this teaches children that people should be divided into groups and that certain groups are treated differently today (even if this is not students' reality!!!!). If you teach a class that blacks are treated differently than whites, even if this is not student's real-life experience, you formulate an ideology in their minds and perhaps even cause the very divisive behavior that you are trying to relegate against! Don't we want our students to be united and not to view each other with resentment for the way your "identity group" treated my "identity group" even if it was in the far and distant past. We liken this to a little Hatfield and McCoy playing peacefully as best friends in the woods until they are reminded what their last names are and where they come from. Forget present reality, instead harbor dissension that they do not even understand and accept that this is a part of what defines you. What a damaging way of raising and educating our children!

Also, the way our children's ancestors were treated does not define who they are today. While we can recognize certain aspects of our ancestors' history, we cannot say that what they experienced truly makes us who we are. This teaches children that their personal choice and action in life will never change who they are or their circumstance because their identity is found in their "group" and the past treatment of such "group". Our individual identity is made up of the choices we do or do not make as independent/autonomous human beings. We strongly disagree with the damage this type of teaching can do to a child's ambition and pursuit of happiness.

We urge NM PED and the policy division within this state to strongly consider the public comment when rewriting and codifying these standards. Please, please, especially put weight into the considerate comments of parents who have a vested interest in the outcome of your decision on this issue. Our children's future in public education hangs in the balance, and we speak out against the damaging theme of these new standards for their sake and for all the children of New Mexico. Rather than propagating an ideology of group divides and dissension, let us hold true to our state's pledge to be a "symbol of perfect friendship among united cultures." Thank you for your time and attention.

Sincerely,



Sherida Burnett
sherida.burnett@gmail.com



Denny Burnett
nyned@hotmail.com

[EXTERNAL] Critical Race Theory

Scottar <scottar@arczip.com>

Mon 11/8/2021 2:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Critical Race Theory is a clone of what the Communists taught. CRT is damaging to the mental health of kids by feeding them damaging spin on history and race and should not be taught in public schools.

--

Scottar Brooke

[EXTERNAL] Social Studies Curriculum

incidaki <incidaki@aol.com>

Mon 11/8/2021 8:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to oppose the proposed new curriculum for social studies. I looked over the Social Studies Standards and disagree with many of the teachings. I have knowledge in this area as I had taken a New Mexico History Class at SFCC. It was by far the best class that I had ever taken. My eyes were open to the history of New Mexico and the way each state was formed to make the United States. We were given a book "Telling New Mexico, A New History" and I learned so much from it. It basically provided a detailed description of the Mexican/Spaniards exploration of the Southwest which at times was violent. I know that many Native Americans had religion forced on them, lands taken, forced labor, and some times death. The reason I tend to oppose the curriculum is that you will not have enough time to paint the whole picture of the settlement of New Mexico. I took the course at SFCC and even then we skimmed over a lot of pertinent info. My thought is that if you enact this curriculum don't just make it about the travesties of the Spaniards conquest. Will you mention the Pueblo Revolt where settlers were pushed back to Mexico and tons of Franciscans were killed? That is a part of history and should be told to. Also will it be taught about how the Spaniards, Mexicans, and blossoming United States all fought for this land with blood shed? I am aware that you are trying to teach kids about how there has always been racism and I hope it's not one sided teaching. Remember this, the US Army enacted the Indian Wars killing tons of Native Americans and authorizing the mass killing of buffaloes which the native people depended on for food, tools, and religion. One only read about "Wounded Knee" and "Sand Creek" both massacres committed by the US Army where they committed murder against women, children, and elderly. I heard to save bullets US soldiers would bash babies heads with a rifle buttstocks to save bullets. How horrible that is and act by the US Army. Will that be taught? I'm worried that your curriculum will be one-sided and only mention the atrocities of New Mexican settlers and not the atrocities of all races.

Gabriel

[EXTERNAL] 11/12/21 Meeting on proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies.

CHRIS JULSRUD <ckj926@me.com>

Mon 11/8/2021 8:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Can you let me know if the 11/12/21 meeting from 1PM to 3PM will be conducted in-person or by Zoom. If it is Zoom can you please send me the link. I fully support the proposed changes and wish to observe the public hearing. Thank you.

Chris Julsrud
16 Cole Lane
Santa Fe, NM 87508-5967
Phone: 773-744-1900
Email: ckj926@me.com

Notice of Proposed Rulemaking to obtain input on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**. The public comment period is from September 28, 2021 to November 12, 2021 at 5 p.m. (MDT). The public hearing will be held Friday, November 12 from 1 p.m. to 3 p.m. (MDT) at **Mabry Hall**. The location of the public hearing is subject to change due to concerns surrounding COVID-19 and in accordance with Governor Michelle Lujan Grisham's Executive Order 2021-049.

- **Notice of Proposed Rulemaking**
- **Proposed Strikethrough**
- **Proposed Integrated**
- **Public Comment (Updated 11/4/2021)**

[EXTERNAL] Concerned Parent

Mikole Ferrier <mikoleferrier3@gmail.com>

Mon 11/8/2021 8:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am concerned about Critical Race Theory being taught to my children. I do not want Critical Race Theory in our schools. It is harmful and destructive to our children!!

[EXTERNAL] Proposed new social studies curriculum

Dee Camp <kathaeryne@yahoo.com>

Mon 11/8/2021 8:15 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for working to expand our social studies curriculum to more accurately reflect who we are as New Mexicans and how our state has developed. One of the things I love best about our state is it's cultural diversity. I strongly believe that diversity adds strength to our overall community. I think too many kids lack real exposure to other people's backgrounds and contributions and that as a result do not appreciate what those people add to the community and to life in general. Revising our curriculum to be more inclusive and to present an accurate picture of who we are and where we came from is extremely important. We live in a country (and definitely in a state) where understanding and learning about different perspectives can only enrich our understanding. I appreciate that this can be a divisive issue as some people do not want their children to be presented with this information because they believe (falsely) that this somehow diminishes their own culture and experience. Nothing could be further from the truth and I applaud you for taking this step to include more perspectives in this extremely important area. Thank you again.

Sent from my iPad

[EXTERNAL] Concerned citizen

Gma B <mfbaileymail@gmail.com>

Mon 11/8/2021 8:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena, NMPED - Policy Division,

I am concerned about critical race theory being taught to children. I do not want CRT being taught in our NM schools. I believe It is harmful and destructive and we the people DON'T want CRT!! Thank you

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jennifer Cole <mailagent@thesoftedge.com>

Mon 11/8/2021 9:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am a Certified Financial Planner and a Chartered Financial Analyst. While my clients are adults, it is clear that many have not received a proper grounding in personal finance. And my clients are those who have money! (some only through inheritance) I shudder to think what the average New Mexican doesn't know about creating and maintaining healthy financial habits.

As a result, I urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

The following text is boilerplate from Think New Mexico, but I couldn't have said it better:

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for weighing the experience of a financial professional in your review of this legislation,

Sincerely,

Jennifer Cole
1000 Cordova Pl, #44
Santa Fe, NM 87505-1725

[EXTERNAL] Feedback on Proposed Social Studies Curriculum Update

ROBERT W ENDLICH <BENDLICH@msn.com>

Mon 11/8/2021 9:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: ROBERT W ENDLICH <BENDLICH@msn.com>; dtofsted@gmail.com <dtofsted@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Feedback,

Bravo to Dave Tofsted on a well written, well-thought out feedback for the State of New Mexico.

Attached in the word doc are some of my comments that came to mind as I read Dave Tofsted's feedback.

And this, which expands on some of what is in the attached:

The Mayans and Aztecs thought they could change the weather by taking the blood of a still beating heart violently extracted from a young person in ritual sacrifice to the Rain God Chac.

Members of the Obama and Biden Administrations and many members of Congress think they can change the weather and climate by making cars lighter and more susceptible to crash damage by reducing vehicle power and weight to improve fuel economy standards, and reduce CO2 emissions. Those who will drive and ride in these econo-boxes are likely to be our youngest citizens wishing to pursue mobility in inexpensive cars. They will perish in the inevitable crashes which occur on the road with these unsafe vehicles.

This means that our United States Government is participating in ritual sacrifice of OUR young in the same manner as the Mayans and Aztecs; they think that they can change the weather through human actions, (which will be) directed upon the youngest.

They are wrong.

Sincerely submitted,

Bob

ROBERT W. ENDLICH, MSci (Meteorology)

Earth Scientist, Climate Alarm Skeptic

21 years Weather Officer, USAF

28 years Meteorologist White Sands Missile Range & NMSU Physical Science Laboratory

Climate Study Web Site: <https://casf.me/>

Bob Endlich's Comments and Notes WRT Dave Tofsted's "Feedback on Proposed Social Studies Curriculum Update," dated 7 Nov 2021.

First, Dave Tofsted's Feedback is a very well thought out reply; it contains critical thought which should have been included in the basic but is missing there. Below are some additional thoughts along Tofsted's line of thinking which come to mind.

Tofsted alludes to the conquest of what is present-day Spain from 711 to 1492, which means Spain was Muslim for 781 years. It has been only 529 years since the reconquest of Spain by the Christians, meaning that Spain was Muslim longer than the time since reconquest by the Christians, in 1492., to me, a useful metric.

Tofsted does not mention an even more warlike tribe which plundered the early west of the white settlers and the extant indigenous tribes of the west, the Comanches. The Comanches perfected the use of horses to raid their enemies on horseback. The Comanches' domain extended from The Comancheria which covers much of present-day Texas, Oklahoma, Kansas, New Mexico, and Colorado, and included forays into northern Mexico, and by some reports as far south as Queretaro, Mexico.

Mayans used human sacrifice including extraction of a still beating heart from a young person and spreading of the blood in a ritual borrowed from the Aztecs. My understanding from my visit to Chichen Itza in 2005, was that this sacrifice was to please the Rain God Chac to insure enough rainfall for the growing of crops.

While not the stuff for students younger than perhaps sixteen, the history of conflict, as above and among indigenous tribes and also among French, Spanish, Texan and settlers from and governments of the US and its states and territorial citizens is a complex area for study, by mature students.

Dave Tofsted's comments to NOT try to introduce complex social histories to young students still learning academic basics is especially important. At this time, we seem to be encouraging students of tender years into becoming social justice warriors when we in New Mexico are 50th out of 50 in reading and writing proficiency. In the words of Edweek.org, <https://www.edweek.org/teaching-learning/new-mexico-ranks-last-in-nation-on-quality-counts-annual-report-card/2019/09> "New Mexico ranked lower than all other states on the Chance for Success Index, with a grade of D-plus and a score of 68. That's due in part to being at the bottom of the rankings on family income and near the bottom on other indicators, like for the 2015-16 school year high school graduation rates, where it ranked 50th."

One intent of the Proposed Social Studies Curriculum seems to be to reducing the lessons to a "good guys vs. the bad guys" with a desire to establish Whites as the oppressors and everyone else as oppressed, with a subtext of inherited guilt of the Whites based on inferred actions of those long deceased. This line of thought is clearly against the strictures of the Constitution and goes against the notion that we are all created equal. Guilt based on skin color is racist. The State and the PED have no basis to teach racism to students, no matter the current fad. Teaching racism is wrong. The PED ought to know the difference between right and wrong.

Study and evaluation of the history of this area is complex and does not lend itself to the seeming cookie-cutter approach outlined in the Proposed Social Studies Curriculum Update.

ROBERT W. ENDLICH

[EXTERNAL] Proposed Social Studies Standards

Trish Romero <trishromero@outlook.com>

Mon 11/8/2021 9:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

I am a grandmother of seven and I am disgusted with the way our NM and USA constitution is being ignored for the sake of personal political gain. The people are being dismissed as being too stupid to think for themselves. That may work for a season, but it will not prevail. I pray that the people of this great state and nation will remove the scales of their eyes to see that our "elected by the people for the people" representatives are not doing anything to help the people, but are only interested in personal financial gain.

Our children in NM and USA should be taught how to think, NOT what to think. That's what has kept us as a great nation.

As long as corrupt politicians oppress our voices and ability to believe that we have a say in our lives, we are doomed to dictator rule. That's why the people left England for the USA; from the tyranny of the King. Why would we want to go back to that?

Thank you.

Get [Outlook for Android](#)

[EXTERNAL] Comment on State Public Education Standards

June Krumpotick <krumplcar@gmail.com>

Mon 11/8/2021 10:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for inviting public comment on the proposed social studies standards.

I have been interested in education policy all my life and have volunteered with Albuquerque Reads since 2014.

I strongly support the proposed new social studies standards. They are not about guilt: incorporating the encouragement of actions to address inequities is a productive way to deal with such feelings...

They are about truth, pride, and the ability of all of us to do better.

New Mexico should continue to celebrate the rich diversity of our history and people.

Sincerely, June Krumpotick

--

Let's Make Facts Great Again

[EXTERNAL] Social Studies changes to Curriculum

Kevin Carroll <keetchcarroll@hotmail.com>

Mon 11/8/2021 10:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

As a former New Mexico high school history teacher for over 35 years, I write to express my concerns over some of the Public Education Department's proposed changes to the Social Studies curriculum. Like all countries, our nation's history has its injustices and social blemishes, but far fewer than most. These soiled aspects should not be brushed under the rug. American students should learn about things like the 3/5's Compromise, the Dredd Scott Case (1857), Plessey v. Ferguson (1896), The Trail of Tears (1836) and the internment of Japanese-American citizens and Italian aliens during World War II. However, equal emphasis should be placed on steps our nation took to correct these injustices such as Mr. Lincoln fighting the Civil War to end slavery and the adoption of the XIII, XIV and XV Amendments to the Constitution, Brown v. Topeka Board of Education (1954), and the United States' official apology and \$20,000 in reparation payments to Japanese internee survivors several decades after the WWII.

Changes to the curriculum should include a more thorough examination of the United States Constitution and our nation's struggle to ratify it. This would provide students with a greater understanding of our nation's founding and how our federal government is supposed to function. We were the first nation in the world with a written constitution guaranteeing the "inalienable rights of the individual" against government usurpation. Students need to understand that concept.

The current proposal to have Ethnic, Cultural and Identity Studies students assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political and economic opportunity promote social divisions as well as racism. Many of the PED's proposals hammer on terms like "inequity, injustice and oppression" which will lead many to believe that they are born "victims," never able to improve their economic or social standing in society. To indoctrinate youngsters in these beliefs only fosters a sense of hopelessness and futility.

I ask you not to adopt changes to the Social Studies curriculum that echo so many pillars of Critical Race Theory.

Thank you for your consideration.

Respectfully yours,

Kevin Carroll

M.A. History, Northern Arizona U.

Former high school teacher at Grants, Belen and Albuquerque Academy

Sent from [Mail](#) for Windows

[EXTERNAL] request to comment on Nov12 public hearings on proposed social studies standards

rainhousejoan@tularosa.net <rainhousejoan@tularosa.net>

Mon 11/8/2021 10:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: dgreenwald@tularosa.net <dgreenwald@tularosa.net>

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Please put Joan E. Price, Jornada Research Institute, on the agenda for the three minute comment on the PED proposed social studies standards Nov. 12, 2021 We will be sending in a longer written comment by the Nov 12 deadline as well. Please reply that you have received this and any information on when on Nov. 12 I may be speaking on the virtual meeting.

Thank-you for your consideration

Joan Price

Research Associate: Public Education Outreach

Jornada Research Institute

Tularosa, New Mexico 88352'(575)740--7084

[EXTERNAL] New proposed rules

taodragon@protonmail.com <taodragon@protonmail.com>

Mon 11/8/2021 10:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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John Sena

Policy Division

Mr Sena:

We are concerned about the proposed changes to the k-12 social studies standards.

We believe that the changes are not in the best interest of all New Mexicans.

Sincerely

Julie and Tim Serna Manville

Sent with [ProtonMail](#) Secure Email.

[EXTERNAL] New Social Studies Standards

Ann Lavine <ann.lavine@gmail.com>

Mon 11/8/2021 10:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Educators,

I am strongly in favor of the new social studies standards being proposed. Please adopt them.

As a retired educator myself, I know the importance of a thorough and robust examination of where we have been as a country and where we intend to go. Students are strong and intelligent enough to learn fact-based history. We would do them a disservice to not provide that.

Thank you for your consideration.

Best regards,

Ann Lavine
Santa Fe

"Be joyful, though you have considered all the facts." Wendell Berry

Ann Lavine
Lavine and Associates
Corporate Training - Individual Coaching - Writing
507.450.6098

[EXTERNAL] Opposed to Social Studies Standards rework

Laura Feight <lafeight@hotmail.com>

Mon 11/8/2021 10:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I am writing to inform you that I am opposed to the rework of the Social Studies Standards to include "CRT" ideology. I hate the idea of teaching the children divisiveness and victimhood. I support teaching children that we should support people of different backgrounds, races, religions, and other groups. All should have the same opportunities to grow and progress in life.

Thank you for your consideration.

Laura Feight

[EXTERNAL] Social Studies Feedback Part II

David Tofsted <dtofsted@gmail.com>

Mon 11/8/2021 10:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Juan D. Garcia <garciajd1955@gmail.com>; ROBERT W ENDLICH <bendlich@msn.com>; Robert Wood <robwood@wwdb.org>; Rick Reynaud <rick@verde-environmental.com>; Jon P. Kahler <jpk476@comcast.net>; Dale Ann Lathrop <dalathrop87@gmail.com>; rebecca.dow@nmlegis.gov <rebecca.dow@nmlegis.gov>; Ronnie Sisneros <ronnie1519@gmail.com>; Bill Kolbin <figetaboutit@aol.com>; Bill Beerman <williamsr@wbeerman.com>; Ray Jaramillo <rjaramillo1@lcp.net>; Gilbert Bishop <gibishop@hotmail.com>; Bob Murray <robertkmurray@gmail.com>; Bob Rogers <bjoelrogers42@gmail.com>; David Cheek <dcheek@pdq.net>; Kimberly Skaggs <kim@gopnm.org>; Steve Pearce <Steve@gopnm.org>; Janice Arnold-Jones <jearnoldjones70@gmail.com>; Dave Gallus <davegal1@msn.com>; Daniel ☺ <daniel@missionoffaith.org>

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As I have considered the tone and content of the proposed Social Studies standards, something in these standards has seemed "off" or wrong. And yet it was not truly clear what that might be until after I had completed my first response which looked merely at individual elements and issues included or not included in the standards as stated. That is, it was a matter of missing the forest because of the individual trees.

It is this more fundamental jarring problem that I now wish to address.

This issue began to appear as I considered the words being used in the standard, and those that did not appear. In particular, the word "diverse" appears 31 times. The word "diversity" appears another 12 times. The word "action" appears 39 times. The words "take" and/or "taking" appear 35 times. Yet our system of government describes how such actions or changes routinely occur within our governmental system.

The US Constitution provides a means of amendment. Yet the word "amendment" only appears twice in the standards and only in relation to the 14th and 19th amendments, not as a general subject or study area for consideration.

Similarly, while diverse and diversity appear many times, the word "union" only appears 4 times, while "unity" only appears once. Yet our country is considered a Union.

Moreover, the names "Jefferson," "Washington," and "Lincoln," key founders of our Union, never appear in the standard. And the word "freedom" or "freedoms" only appears twice, while "rights" appears some 30 times.

Key elements of the early history of our Union are also not mentioned. The Louisiana Purchase is not mentioned. The significance of the Ohio, Missouri, and Mississippi river valleys for commerce are not mentioned. Therefore the significance of the Lewis and Clark expedition is ignored.

One of our national mottos was "E Pluribus Unum" ("Out of many, one"), focusing on this country's unity. During the Civil War the north was termed "The Union" while the southern states considered themselves only a "Confederacy." As a result of the Civil War the Union won. Yet this standard seems bent on dividing the people of New Mexico into dis-united factions (identity groups).

One such example of this disunity appears in the Eighth grade standards, where paragraph 6.29.11.16 .E.2.b states, "... describe daily life in the 13 colonies by featuring individuals with diverse identities and different perspectives". The word "different" shows up 29 times in the standard. "Differences" appears nine times. "Differing" and "differently" appear twice each.

What we know is that one of the key goals of Marxist ideology is to divide non-Marxist societies into groups that hate one another in order to divide and conquer a country by undermining confidence in the existing system, and converting it into a Marxist system under the promise of a utopian replacement. Yet, in fact, Marxism is a failed ideology. Every time true socialist goals have been pursued, the countries adopting these beliefs have been converted into hellholes of poverty and death, or, as in countries such as Denmark and Sweden, they have subsequently moved

away from these principles and adopted free market principles once more prior to their collapse. Thus, teaching principles that pair well with destructive and divisive Marxist beliefs IS NOT in line with the founding principles of either the State of New Mexico or the nation of the United States of America, which were designed to build unity among peoples and not to seek and build divisions. The teaching of these principles, far from enlightening our students, seeks to only highlight a single mindset, a singular SECTARIAN viewpoint (lens).

Granted, this sectarian viewpoint is purportedly non-religious, but one of the uses of the word Sectarian is with regards to a politically sectarian element. Yet, talk to Marxists, who are primarily atheistic, a religious faith position, and their beliefs verge on the fanatical. In pursuing their ideologies they have adopted the view that their revolution should be enacted "By Any Means Necessary," "The Ends Justify the Means," etc. Yet in this country we believe that the Means reveals the quality of the Ends sought. If illegal or lying means are used to obtain a supposedly good end, history has taught us that the actual ends obtained have been horrendous and deadly.

Consider that during the Cultural Revolution in Red China millions of people were killed. In the Soviet Union millions of Ukrainians were killed to communize family farms. In Cambodia millions were killed in the "Killing Fields". In Vietnam, tens of thousands of South Vietnamese officials and their families were sent to prison camps. Conversely, the New Mexico Constitution's Preamble begins with a specific shout-out: "We, the people [not the peoples, not the identity groups, THE PEOPLE] of New Mexico, grateful to Almighty God for the blessings of liberty..."

Yet this social studies standard does not even mention the word "liberty" in it, nor the word "God" or the word "Almighty." Why not? Therefore, I ask, rhetorically, "What is wrong with this standard?"

What is wrong is that this policy proposal is based around a SECTARIAN neo-Marxist program of divisive teachings based on race, ethnicity, and group think. While it makes certain feigned appeals to individuality, in nearly every case it contrasts and demeans such individual efforts with that of presumably superior results and methods that groups provide in seeking to make changes in society.

Such a sectarian view is not consistent with that of the United States goal of seeking to form a more perfect UNION, nor with the New Mexico State Constitution's view that the people of this state are called to be a UNIFIED people. As a SECTARIAN perspective, this policy violates Article XXI, Section 4 of the New Mexico State Constitution which calls for the following: "Public Schools. Provision shall be made for the establishment and maintenance of a system of public schools which shall be open to all the children of the state and free from sectarian control, and said schools shall always be conducted in English."

Article XXI is that part of our state constitution that is termed the "Compact with the United States." It was the basis for permitting New Mexico to join the United States and enjoy the benefits of being a part of the United States. As such, the provisions of this section are not ignorable. They provide grounds for lawsuits against the state PED staffers for malfeasance in promulgating a standard that is illegal according to the state constitution.

At the same time the drafters of this standard have ignored numerous key elements in this state's and our nation's history that deserve a place in these standards, but which have been crowded out by these Marxist ideological study objectives.

The very fact that so many individuals have negatively commented on this standard should be telling the staffers at the PED who are part of this revision process that there is something seriously wrong with what they are proposing. If this revised set of standards WAS NOT sectarian, would there be such an uproar? No. Because, after all, our children deserve to know US and World history. Yet that is definitively NOT what this new standard is attempting to perform. This is obvious from the mountain of content that is being swept under the carpet instead of being given primacy of place by being called out explicitly in the standards. As such, the writers of this standard have clearly revealed their SECTARIAN bias based on the partisan agenda being promoted. As such, I believe this promotion is illegal from the point of view of the New Mexico Constitution.

[EXTERNAL] 6.29.11 Social Studies

Gene Strickland <StricklandG@hobbsschools.net>

Mon 11/8/2021 10:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Sena, John, PED <John.Sena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see feedback received on proposed Social Studies Standards as received from staff.

Gene Strickland
Superintendent
Hobbs Municipal Schools
575.433.0100

GO EAGLES!
#thehobbsway

	General Feedback		
10/12/2	<p>20 Recommended Key Characteristics for a revised K-12 Hobbs Municipal Schools Multicultural Social Studies Curriculum</p> <ol style="list-style-type: none"> 1. Teaching all sides of history/social studies and utilizing resources that aim to showcase diverse peoples is essential in the modern social studies classroom. Recognizing the unique struggles of people of color throughout history and empathizing with them takes precedence in learning, now more than ever. 2. Exposure to materials highlighting racial and cultural diversity, disabilities, and LGBTQIA representation in the elementary years helps students see beyond themselves and builds emotional connections to people who may be unlike themselves. 3. Proponents of greater inclusivity in history say that when young people see themselves in the story of our shared past, they not only develop a deeper appreciation of the subject but become more civically active. Students who feel a sense of belonging and identity in school are more likely to be engaged in society more broadly. 4. One important aspect of diversifying explicit curriculum is to consider the role that people from marginalized groups play and how their experience is depicted. 5. Expanding curriculum to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented, but also provides students a more holistic understanding of the subject area. Furthermore, positive role models from a variety of different backgrounds and cultural groups can be included. 6. Ensure that new proposed social studies curriculum celebrates cultural holidays and highlighting famous individuals from non-dominant groups, drawing attention to the fact that society is shaped by multiple perspectives. 7. Ensure that new proposed social studies curriculum incorporate discussions and activities that address social issues such as practicing equity within a democracy, overcoming discrimination/prejudice based on differences in access to power, providing accommodations for persons with disabilities, etc. 8. New proposed social studies curriculum must acknowledge and address a diversity of learning styles while challenging dynamics of power and privilege in the classroom. 9. New proposed social studies curriculum must not perpetuate privilege and oppression. 10. New proposed social studies curriculum must be complete and accurate, acknowledging the contributions and perspectives of all groups. 11. Study the history of discrimination in curriculum and ensure that as a school district we are not replicating it. 12. Teaching and learning materials must be diverse and critically examined for bias. 13. Examine all materials for bias and oppressive content. 14. Ensure social studies/history book do not show stereotypical or inaccurate images of people from certain groups or eras (ex. railroad workers)? 15. Ensure social studies/history reading or literature materials does not have racist language or stereotypical images? 16. Diversify images and content in bulletin boards, posters, and other constantly-visible materials. 17. Ensure that new proposed social studies curriculum always diversify, or only during special months or celebrations? 18. Present content from a variety of perspectives, not only that of majority groups. 19. Present content through a variety of lenses, not just those of a few heroic characters. 20. Include an equitable panel of students, staff, parents, grandparents, community stakeholders and district leaders (representing every/all ethnic/race/cultural demographics) in monthly meetings (zoom or in-person) prior to deciding on a replacement social studies curriculum. 	Civics (Blue)	history

Kindergarten					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/5/2021 16:04:08	Kindergarten	Not in Support of this; the current version is effective and valid.	Not in Support of this; the current version is effective and valid.	Ethnic, Cultural and Identity Studies (Orange)	Not in Support of this.

1st Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/5/2021 6:42:37	1st Grade	1.7	Having the students provide examples of how people play important roles in society is an important aspect for our younger students to master. The students should be able to identify important key members in our society, such as firefighters, police officers, doctors, nurses, astronauts, etc. and how those individuals benefit our society and how our society would be affected if we did not have these important people as a part of our community.	Civics (Blue)	Living, Learning and Working Together
10/5/2021 6:47:06	1st Grade	1.9	I believe it is very important for the students of New Mexico to identify with their culture and to be able to compare what life is like today in New Mexico to past life in New Mexico. Having the students identify cultural differences and appreciating their differences is important in our multi-ethnic society.	History (Purple)	Cultures Within Our Communities

2nd Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/5/2021 10:06:	2nd Grade	all	This is great information and students need it. Will it be able to be tied in with reading taught during a separate time during the day?	Civics (Blue)	Social Studies overall
10/6/2021 14:29:	2nd Grade	All of them.	I am not a supporter of the proposed. The current is academically effective.	History (Purple)	I am not a supporter of the proposed. The current is academically effective.

3rd Grade					
Timestamp	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Provide the standard number and your feedback	Anchor Standard	Provide the Theme:
10/12/2021 20:15:08	3rd Grade	3.29	<p>I think this work is very necessary in our ever changing world. Responding to ideas about identity and cultures is important educating well-rounded students.</p> <p>I think it will be necessary that teacher get training on these strands and also look at resources that are more responsive to student/teacher needs. Resources need to reflect many voices and perspectives and be willing to challenge eurocentric norms.</p>	Ethnic, Cultural and Identity Studies (Orange)	Global Diversity and Identity

4th Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/4/2021 16:35:	4th Grade	4.12	The standard as written seems beneficial however there seems to be significant chunks missing especially in referencing the impact of European settlers without first having an understanding of geographic location and impact to these indigenous people as well as settlers. Students need to understand the geography and know where the European Settlers were in relation to the state.	History (Purple)	Theme 2 Migration & Settlement
10/5/2021 8:28:0	4th Grade	4.1,2,3	I think fourth grade lacks on geography. Students struggle to read a map and identify the seven continents and oceans. Many do not know where New Mexico is located.	Geography (Green)	Geography (maps)
10/4/2021 16:31:	4th Grade	7.23	Cultural	Ethnic, Cultural and Identity Studies (Orange)	cultural
10/5/2021 8:28:0	4th Grade	4.1,2,3	I think fourth grade lacks on geography. Students struggle to read a map and identify the seven continents and oceans. Many do not know where New Mexico is located.	Geography (Green)	Geography (maps)

5th Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/4/2021 18:14:	5th Grade	5.12	How is this not CRT? There are not inequalities except those made by generations of families themselves. Everyone in the US is free now and has the opportunity to learn and better themselves. There should not be conflict today resulting from the past on inequality.	Civics (Blue)	Inequality and Justice
10/5/2021 8:22:2	5th Grade	5.18	I feel this standard is extremely broad and has no focus. I'm not sure why we can only address one standard and one theme in this feedback. Will we be able to teach the different themes together? If I'm teaching about the US government (3 branches, Constitution, Bill of Rights, etc) i want to teach it in context with the historical events that created them.	History (Purple)	Theme 2
10/4/2021 18:23:	5th Grade	5.29	History is just that history. Perspective should not be a part of it. We look at history to grow and be better so that we do not make the same mistakes. Times change and people progress.	History (Purple)	Identity and Multiple Spaces
10/4/2021 18:20:	5th Grade	5.31	This is CRT. This should not include how people are treated today and in the past. It should just be how peoples' cultures today and in the past make them who they are.	Ethnic, Cultural and Identity Studies (Orange)	Identity and Multiple Spaces

6th Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/14/2021 7:20:	6th Grade	6.34	I believe that this Performance Standard is of great use to 6th grade students. They should be able to discuss, analyze, and perform their civic duties when they become of age in our country. This standard also allows the student to discuss the duties that are present within our system, such as voting, jury duty, and civic responsibilities. I hope that the pacing guide allows for at least a week to compare and discuss the civic duties inherent in other societies of the world. Each country and/or system has built in duties to the state by it's citizens. I hope to convey just how important it is to show respect for the political system that we live in. My only worry is that we may not have enough class time to fully convey the idea of civic duties due to one's country and therefore political system.	Civics (Blue)	Classical Eastern and Western Civilizations
10/12/2021 20:50	6th Grade	7.23, 7.24	This would be a good one. It connects the past with the present.	History (Purple)	History 14

7th Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/4/2021 16:37:	7th Grade	7.72, 7.82, 7.103	Just want to make sure that the wording of the standards and how they are written does not move students to create or defend the "victim mentality" from things hundreds of years ago. We dont want to fule hate and entitlement.	Ethnic, Cultural and Identity Studies (Orange)	spanish coloial period

8th Grade					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/14/2021 10:22	8th Grade	8.33	This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. draw diagrams or make models).	Economics (Yellow)	3: Colonization
10/14/2021 10:24	8th Grade	8.43	This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. use maps to generate questions).	Geography (Green)	4
10/14/2021 10:26	8th Grade	8.63	This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. use graphic organizers). Standards need to indicate what needs to be taught and leave it up to the teacher to do so.	History (Purple)	6
10/14/2021 10:32	8th Grade	8.74	If we are teaching U.S. history, the standards for this theme should reflect the entire war, not focus on events west of the Mississippi which were mostly side notes. The Battle of Glorietta Pass, while important to NM history, is a foot note in U.S. history.	History (Purple)	8: The Civil War
10/13/2021 15:10	8th Grade	8.9	Who will decide what is "anti-immigrant" policies vs. "common sense" immigrant policies? This seems to be a point that is political in nature. It is my understanding that it would violate the ethics standards that teachers should be held to and have been expected to follow in the past.	Ethnic, Cultural and Identity Studies (Orange)	Immigration and Industrialization
10/14/2021 10:32	8th Grade	8.74	If we are teaching U.S. history, the standards for this theme should reflect the entire war, not focus on events west of the Mississippi which were mostly side notes. The Battle of Glorietta Pass, while important to NM history, is a foot note in U.S. history.	History (Purple)	8: The Civil War

20 Recommended Key Characteristics for a revised K-12 Hobbs Municipal Schools Multicultural Social Studies Curriculum

1. Teaching all sides of history/social studies and utilizing resources that aim to showcase diverse peoples is essential in the modern social studies classroom. Recognizing the unique struggles of people of color throughout history and empathizing with them takes precedence in learning, now more than ever.
2. Exposure to materials highlighting racial and cultural diversity, disabilities, and LGBTQIA representation in the elementary years helps students see beyond themselves and builds emotional connections to people who may be unlike themselves.
3. Proponents of greater inclusivity in history say that when young people see themselves in the story of our shared past, they not only develop a deeper appreciation of the subject but become more civically active. Students who feel a sense of belonging and identity in school are more likely to be engaged in society more broadly.
4. One important aspect of diversifying explicit curriculum is to consider the role that people from marginalized groups play and how their experience is depicted.
5. Expanding curriculum to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented, but also provides students a more holistic understanding of the subject area. Furthermore, positive role models from a variety of different backgrounds and cultural groups can be included.
6. Ensure that new proposed social studies curriculum celebrates cultural holidays and highlighting famous individuals from non-dominant groups, drawing attention to the fact that society is shaped by multiple perspectives.
7. Ensure that new proposed social studies curriculum incorporate discussions and activities that address social issues such as practicing equity within a democracy, overcoming discrimination/prejudice based on differences in access to power, providing accommodations for persons with disabilities, etc.
8. New proposed social studies curriculum must acknowledge and address a diversity of learning styles while challenging dynamics of power and privilege in the classroom.
9. New proposed social studies curriculum must not perpetuate privilege and oppression.
10. New proposed social studies curriculum must be complete and accurate, acknowledging the contributions and perspectives of all groups.
11. Study the history of discrimination in curriculum and ensure that as a school district we are not replicating it.
12. Teaching and learning materials must be diverse and critically examined for bias.
13. Examine all materials for bias and oppressive content.
14. Ensure social studies/history book do not show stereotypical or inaccurate images of people from certain groups or eras (ex. railroad workers)?
15. Ensure social studies/history reading or literature materials does not have racist language or stereotypical images? 2909
16. Diversify images and content in bulletin boards, posters, and other constantly-visible materials.
17. Ensure that new proposed social studies curriculum always diversify, or only

NM History					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/4/2021 16:29	NM History	9-12.NMH.18.	wonderful - well thought out	Ethnic, Cultural and Identity Studies (Orange)	Treaty of Guadalupe Hidalgo.

US History					
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Anchor Standard	Provide the Theme:
10/4/2021 16:33:45	US History	9-12.US.115.	looks good -	Civics (Blue)	13 - civil rights Movement
10/14/2021 14:55:11	US History	All	Very truncated. If we are going to teach back to beginning of American in this course students need more historical detail. These standards need to be more specific in terms of historical content.	History (Purple)	

Economics						
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Provide the standard number and your feedback	Anchor Standard	Provide the Theme:
10/4/2021 16:32:2	Economics	Economic Decision Making	Much higher level thinking skills required. Very detailed. Students who go on to take Economics in college will be better prepared.		Economics (Yellow)	Economics
10/13/2021 15:47:	Economics	9-12.Econ.15.	Is very similar to what I already teach		Economics (Yellow)	NONE

Civics/Gov									
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Provide the standard number and your feedback	Provide the standard number and your feedback	Provide the standard number and your feedback	Provide the standard number and your feedback	Anchor Standard	Provide the Theme:
10/14/2021 14:28:54	Civics / Govt	Civ 15 and Civ 17	These are very broad. I think it would be helpful to students and teachers if this were to be more narrow and specific					Civics (Blue)	High School Civics

ECI						
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Provide the standard number and your feedback	Anchor Standard	Provide the Theme:
10/5/2021 8:40:2	Ethnic, Cultural and Identity	9-12.ECI.16.	I very much disagree with this course. Depending on the teacher, this could very much turn into a class bashing one class of people at the expense of another.		Ethnic, Cultural and Identity Studies (Orange)	Privilege
10/5/2021 9:18:2	Ethnic, Cultural and Identity	9-12.ECI.16	This is a complex subject and in order to give feedback a proposed grade to be taught in should be assigned. This is beyond the ability of many lower grade level students to understand without becoming defensive about their ethnicity, culture, and identity		Ethnic, Cultural and Identity Studies (Orange)	Ethnic, Cultural, and Identity Studies 19. Diversity and Identity
10/12/2021 12:3	Ethnic, Cultural and Identity	9-12.ECI.16.	I do not agree with teaching young impressionable children that "the system" offers privilege merely by virtue of ethnicity or identity group born into. Teaching that certain privileges are offered to certain colors of skin (for example) is in itself inherently racist. No child needs to be taught that they are better than or worse than others due to anything except the content of their character. In America, everyone is equal, per our Declaration of Independence, which is what we should be teaching, not how people are born unequal.		Ethnic, Cultural and Identity Studies (Orange)	?
10/13/2021 15:0	Ethnic, Cultural and Identity	13-32	I have read through each standard and believe they are, in and of themselves, race driven which is divisive. I believe we should be teaching more of unity with less pointing fingers as to differences in race or blaming one race. As an long time educator, I believe it is my duty to make ALL students feel valued and equal in my classroom and I strive daily to promote unity amongst all my students.		Ethnic, Cultural and Identity Studies (Orange)	Ethnic, Cultural and Identity

World History									
Timestamp	Grade or Subject Area providing feedback on	Provide the Performance Standard Number, Example 7.23	Feedback on performance standard in context of Anchor Standard and Theme	Provide the standard number and your feedback	Provide the standard number and your feedback	Provide the standard number and your feedback	Provide the standard number and your feedback	Anchor Standard	Provide the Theme:

Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

NM History ▼

Provide the Theme: *

Treaty of Guadalupe Hidalgo.

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.NMH.18.

Feedback on performance standard in context of Anchor Standard and Theme *

wonderful - well thought out



Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

4th Grade ▼

Provide the Theme: *

cultural

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

7.23

Feedback on performance standard in context of Anchor Standard and Theme *

Cultural

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Economics ▼

Provide the Theme: *

Economics

Anchor Standard *

Economics (Yellow) ▼

Provide the Performance Standard Number, Example 7.23 *

Economic Decision Making

Feedback on performance standard in context of Anchor Standard and Theme *

Much higher level thinking skills required. Very detailed. Students who go on to take Economics in college will be better prepared.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

US History ▼

Provide the Theme: *

13 - civil rights Movement

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.US.115.

Feedback on performance standard in context of Anchor Standard and Theme *

looks good -

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

4th Grade ▼

Provide the Theme: *

Theme 2 Migration & Settlement

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

4.12

Feedback on performance standard in context of Anchor Standard and Theme *

The standard as written seems beneficial however there seems to be significant chunks missing especially in referencing the impact of European settlers without first having an understanding of geographic location and impact to these indigenous people as well as settlers. Students need to understand the geography and know where the European Settlers were in relation to the state.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

7th Grade ▼

Provide the Theme: *

spanish coloial period

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

7.72, 7.82, 7.103

Feedback on performance standard in context of Anchor Standard and Theme *

Just want to make sure that the wording of the standards and how they are written does not move students to create or defend the "victim mentality" from things hundrends of years ago. We dont want to fule hate and entitlement.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

5th Grade ▼

Provide the Theme: *

Inequality and Justice

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

5.12

Feedback on performance standard in context of Anchor Standard and Theme *

How is this not CRT? There are not inequalities except those made by generations of families themselves. Everyone in the US is free now and has the opportunity to learn and better themselves. There should not be conflict today resulting from the past on inequality.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

5th Grade ▼

Provide the Theme: *

Identity and Multiple Spaces

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

5.31

Feedback on performance standard in context of Anchor Standard and Theme *

This is CRT. This should not include how people are treated today and in the past. It should just be how peoples' cultures today and in the past make them who they are.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

5th Grade ▼

Provide the Theme: *

Identity and Multiple Spaces

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

5.29

Feedback on performance standard in context of Anchor Standard and Theme *

History is just that history. Perspective should not be a part of it. We look at history to grow and be better so that we do not make the same mistakes. Times change and people progress.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

1st Grade ▼

Provide the Theme: *

Living, Learning and Working Together

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

1.7

Feedback on performance standard in context of Anchor Standard and Theme *

Having the students provide examples of how people play important roles in society is an important aspect for our younger students to master. The students should be able to identify important key members in our society, such as firefighters, police officers, doctors, nurses, astronauts, etc. and how those individuals benefit our society and how our society would be affected if we did not have these important people as a part of our community.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

1st Grade ▼

Provide the Theme: *

Cultures Within Our Communities

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

1.9

Feedback on performance standard in context of Anchor Standard and Theme *

I believe it is very important for the students of New Mexico to identify with their culture and to be able to compare what life is like today in New Mexico to past life in New Mexico. Having the students identify cultural differences and appreciating their differences is important in our multi-ethnic society.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

5th Grade ▼

Provide the Theme: *

Theme 2

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

5.18

Feedback on performance standard in context of Anchor Standard and Theme *

I feel this standard is extremely broad and has no focus. I'm not sure why we can only address one standard and one theme in this feedback. Will we be able to teach the different themes together? If I'm teaching about the US government (3 branches, Constitution, Bill of Rights, etc) i want to teach it in context with the historical events that created them.



Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

4th Grade ▼

Provide the Theme: *

Geography (maps)

Anchor Standard *

Geography (Green) ▼

Provide the Performance Standard Number, Example 7.23 *

4.1,2,3

Feedback on performance standard in context of Anchor Standard and Theme *

I think fourth grade lacks on geography. Students struggle to read a map and identify the seven continents and oceans. Many do not know where New Mexico is located.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Ethnic, Cultural and Identity ▼

Provide the Theme: *

Privilege

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.ECI.16.

Feedback on performance standard in context of Anchor Standard and Theme *

I very much disagree with this course. Depending on the teacher, this could very much turn into a class bashing one class of people at the expense of another.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Ethnic, Cultural and Identity ▼

Provide the Theme: *

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

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.ECI.16

Feedback on performance standard in context of Anchor Standard and Theme *

This is a complex subject and in order to give feedback a proposed grade to be taught in should be assigned. This is beyond the ability of many lower grade level students to understand without becoming defensive about their ethnicity, culture, and identity

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

2nd Grade ▼

Provide the Theme: *

Social Studies overall

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

all

Feedback on performance standard in context of Anchor Standard and Theme *

This is great information and students need it. Will it be able to be tied in with reading taught during a separate time during the day?

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

Themes were provided.

Anchor Standard *

Inquiry (Red) ▼

Provide the Performance Standard Number, Example 7.23 *

Performance Standard Numbers were present.

Feedback on performance standard in context of Anchor Standard and Theme *

I am not a social studies teacher, but the anchor standard/theme appeared to be in context with performance standard.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Kindergarten ▼

Provide the Theme: *

Not in Support of this.

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

Not in Support of this; the current version is effective and valid.

Feedback on performance standard in context of Anchor Standard and Theme *

Not in Support of this; the current version is effective and valid.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

2nd Grade ▼

Provide the Theme: *

I am not a supporter of the proposed. The current is academically effective.

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

All of them.

Feedback on performance standard in context of Anchor Standard and Theme *

I am not a supporter of the proposed. The current is academically effective.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Ethnic, Cultural and Identity ▼

Provide the Theme: *

?

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.ECI.16.

Feedback on performance standard in context of Anchor Standard and Theme *

I do not agree with teaching young impressionable children that "the system" offers privilege merely by virtue of ethnicity or identity group born into. Teaching that certain privileges are offered to certain colors of skin (for example) is in itself inherently racist. No child needs to be taught that they are better than or worse than others due to anything except the content of their character. In America, everyone is equal, per our Declaration of Independence, which is what we should be teaching, not how people are born unequal.

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Kindergarten ▼

Provide the Theme: *

History

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

20 Recommended Key Characteristics for a revised K-12 Hobbs Municipal Schools Multicultural Social Studies Curriculum

1. Teaching all sides of history/social studies and utilizing resources that aim to showcase diverse peoples is essential in the modern social studies classroom. Recognizing the unique struggles of people of color throughout history and empathizing with them takes precedence in learning, now more than ever.
2. Exposure to materials highlighting racial and cultural diversity, disabilities, and LGBTQIA representation in the elementary years helps students see beyond themselves and builds emotional connections to people who may be unlike themselves.
3. Proponents of greater inclusivity in history say that when young people see themselves in the story of our shared past, they not only develop a deeper appreciation of the subject but become more civically active. Students who feel a sense of belonging and identity in school are more likely to be engaged in society more broadly.
4. One important aspect of diversifying explicit curriculum is to consider the role that people from marginalized groups play and how their experience is depicted.
5. Expanding curriculum to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented, but also provides students a more holistic understanding of the subject area. Furthermore, positive role models from a variety of different backgrounds and cultural groups can be included.
6. Ensure that new proposed social studies curriculum celebrates cultural holidays and highlighting famous individuals from non-dominant groups, drawing attention to the fact that society is shaped by multiple perspectives.
7. Ensure that new proposed social studies curriculum incorporate discussions and activities that address social issues such as practicing equity within a democracy, overcoming discrimination/prejudice based on differences in access to power, providing accommodations for persons with disabilities, etc.
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11. Study the history of discrimination in curriculum and ensure that as a school district we are not replicating it.
12. Teaching and learning materials must be diverse and critically examined for bias.
13. Examine all materials for bias and oppressive content.
14. Ensure social studies/history book do not show stereotypical or inaccurate images of people from certain groups or eras (ex. railroad workers)?
15. Ensure social studies/history reading or literature materials does not have racist language or stereotypical images?
16. Diversify images and content in bulletin boards, posters, and other constantly-visible materials.

17. Ensure that new proposed social studies curriculum always diversify, or only during special months or celebrations?
 18. Present content from a variety of perspectives, not only that of majority groups.
 19. Present content through a variety of lenses, not just those of a few heroic characters.
 20. Include an equitable panel of students, staff, parents, grandparents, community stakeholders and district leaders (representing every/all ethnic/race/cultural demographics) in monthly meetings (zoom or in-person) prior to deciding on a replacement social studies curriculum.
-

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

1st Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

2nd Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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-

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

3rd Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

4th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

20 Recommended Key Characteristics for a revised K-12 Hobbs Municipal Schools Multicultural Social Studies Curriculum

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Grade or Subject Area providing feedback on *

5th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

6th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

7th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

7th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

history

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

Civics / Govt

Provide the Theme: *

history

Anchor Standard *

Civics (Blue)

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Grade or Subject Area providing feedback on *

Economics ▼

Provide the Theme: *

economics

Anchor Standard *

Economics (Yellow) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Grade or Subject Area providing feedback on *

Geography

Provide the Theme: *

geograhly and history

Anchor Standard *

Geography (Green)

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Grade or Subject Area providing feedback on *

NM History ▼

Provide the Theme: *

NM History

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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8. New proposed social studies curriculum must acknowledge and address a diversity of learning styles while challenging dynamics of power and privilege in the classroom.
9. New proposed social studies curriculum must not perpetuate privilege and oppression.
10. New proposed social studies curriculum must be complete and accurate, acknowledging the contributions and perspectives of all groups.
11. Study the history of discrimination in curriculum and ensure that as a school district we are not replicating it.
12. Teaching and learning materials must be diverse and critically examined for bias.
13. Examine all materials for bias and oppressive content.
14. Ensure social studies/history book do not show stereotypical or inaccurate images of people from certain groups or eras (ex. railroad workers)?
15. Ensure social studies/history reading or literature materials does not have racist language or stereotypical images?
16. Diversify images and content in bulletin boards, posters, and other constantly-visible materials.

17. Ensure that new proposed social studies curriculum always diversify, or only during special months or celebrations?
 18. Present content from a variety of perspectives, not only that of majority groups.
 19. Present content through a variety of lenses, not just those of a few heroic characters.
 20. Include an equitable panel of students, staff, parents, grandparents, community stakeholders and district leaders (representing every/all ethnic/race/cultural demographics) in monthly meetings (zoom or in-person) prior to deciding on a replacement social studies curriculum.
-

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

US History ▼

Provide the Theme: *

US History

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

20 Recommended Key Characteristics for a revised K-12 Hobbs Municipal Schools Multicultural Social Studies Curriculum

1. Teaching all sides of history/social studies and utilizing resources that aim to showcase diverse peoples is essential in the modern social studies classroom. Recognizing the unique struggles of people of color throughout history and empathizing with them takes precedence in learning, now more than ever.
2. Exposure to materials highlighting racial and cultural diversity, disabilities, and LGBTQIA representation in the elementary years helps students see beyond themselves and builds emotional connections to people who may be unlike themselves.
3. Proponents of greater inclusivity in history say that when young people see themselves in the story of our shared past, they not only develop a deeper appreciation of the subject but become more civically active. Students who feel a sense of belonging and identity in school are more likely to be engaged in society more broadly.
4. One important aspect of diversifying explicit curriculum is to consider the role that people from marginalized groups play and how their experience is depicted.
5. Expanding curriculum to include a variety of perspectives not only allows educators to discuss views and ideas that are less common or underrepresented, but also provides students a more holistic understanding of the subject area. Furthermore, positive role models from a variety of different backgrounds and cultural groups can be included.
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Social Studies Standards 2021

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Grade or Subject Area providing feedback on *

World History

Provide the Theme: *

world history

Anchor Standard *

History (Purple)

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

Ethnic, Cultural and Identity ▼

Provide the Theme: *

culture and identity

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

n/a

Feedback on performance standard in context of Anchor Standard and Theme *

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

3rd Grade ▼

Provide the Theme: *

Global Diversity and Identity

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

3.29

Feedback on performance standard in context of Anchor Standard and Theme *

I think this work is very necessary in our ever changing world. Responding to ideas about identity and cultures is important educating well-rounded students.

I think it will be necessary that teacher get training on these strands and also look at resources that are more responsive to student/teacher needs. Resources need to reflect many voices and perspectives and be willing to challenge eurocentric norms.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

6th Grade ▼

Provide the Theme: *

History 14

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

7.23, 7.24

Feedback on performance standard in context of Anchor Standard and Theme *

This would be a good one. It connects the past with the present.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

Ethnic, Cultural and Identity ▼

Provide the Theme: *

Ethnic, Cultural and Identity

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

13-32

Feedback on performance standard in context of Anchor Standard and Theme *

I have read through each standard and believe they are, in and of themselves, race driven which is divisive. I believe we should be teaching more of unity with less pointing fingers as to differences in race or blaming one race. As an long time educator, I believe it is my duty to make ALL students feel valued and equal in my classroom and I strive daily to promote unity amongst all my students.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

Immigration and Industrialization

Anchor Standard *

Ethnic, Cultural and Identity Studies (Orange) ▼

Provide the Performance Standard Number, Example 7.23 *

8.9

Feedback on performance standard in context of Anchor Standard and Theme *

Who will decide what is "anti-immigrant" policies vs. "common sense" immigrant policies? This seems to be a point that is political in nature. It is my understanding that it would violate the ethics standards that teachers should be held to and have been expected to follow in the past.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

Economics ▼

Provide the Theme: *

NONE

Anchor Standard *

Economics (Yellow) ▼

Provide the Performance Standard Number, Example 7.23 *

9-12.Econ.15.

Feedback on performance standard in context of Anchor Standard and Theme *

Is very similar to what I already teach

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

6th Grade ▼

Provide the Theme: *

Classical Eastern and Western Civilizations

Anchor Standard *

Civics (Blue) ▼

Provide the Performance Standard Number, Example 7.23 *

6.34

Feedback on performance standard in context of Anchor Standard and Theme *

I believe that this Performance Standard is of great use to 6th grade students. They should be able to discuss, analyze, and perform their civic duties when they become of age in our country. This standard also allows the student to discuss the duties that are present within our system, such as voting, jury duty, and civic responsibilities. I hope that the pacing guide allows for at least a week to compare and discuss the civic duties inherent in other societies of the world. Each country and/or system has built in duties to the state by it's citizens. I hope to convey just how important it is to show respect for the political system that we live in. My only worry is that we may not have enough class time to fully convey the idea of civic duties due to one's country and therefore political system.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

3: Colonizatn

Anchor Standard *

Economics (Yellow) ▼

Provide the Performance Standard Number, Example 7.23 *

8.33

Feedback on performance standard in context of Anchor Standard and Theme *

This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. draw diagrams or make models).

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

4

Anchor Standard *

Geography (Green) ▼

Provide the Performance Standard Number, Example 7.23 *

8.43

Feedback on performance standard in context of Anchor Standard and Theme *

This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. use maps to generate questions).

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

6

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

8.63

Feedback on performance standard in context of Anchor Standard and Theme *

This reads more like a lesson plan than a performance standard. This is a common problem in the 8th grade standards. The "standard" tells teachers specifically how they must evaluate student learning (i.e. use graphic organizers). Standards need to indicate what needs to be taught and leave it up to the teacher to do so.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

8th Grade ▼

Provide the Theme: *

8: The Civil War

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

8.74

Feedback on performance standard in context of Anchor Standard and Theme *

If we are teaching U.S. history, the standards for this theme should reflect the entire war, not focus on events west of the Mississippi which were mostly side notes. The Battle of Glorietta Pass, while important to NM history, is a foot note in U.S. history.

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

Civics / Govt

Provide the Theme: *

High School Civics

Anchor Standard *

Civics (Blue)

Provide the Performance Standard Number, Example 7.23 *

Civ 15 and Civ 17

Feedback on performance standard in context of Anchor Standard and Theme *

These are very broad. I think it would be helpful to students and teachers if this were to be more narrow and specific

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Social Studies Standards 2021

Please provide feedback to the draft standards. HMS intends to collate the comments and provide them during the public input period.

Grade or Subject Area providing feedback on *

US History ▼

Provide the Theme: *

Early America and all themes

Anchor Standard *

History (Purple) ▼

Provide the Performance Standard Number, Example 7.23 *

All

Feedback on performance standard in context of Anchor Standard and Theme *

Very truncated. If we are going to teach back to beginning of American in this course students need more historical detail. These standards need to be more specific in terms of historical content.

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[EXTERNAL] New Cirriculum

stephanie green <geostephgreen@hotmail.com>

Mon 11/8/2021 10:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

This email is to serve as a comment against the new social studies curriculum that is being considered for our schools. Terms, ideas, and propaganda, that is to be implemented into what is taught to our children that segregates us by the color of our skin and does not teach how exceptionally and triumphantly our state and our nation has overcome abhorrent actions of the past. The sins of our past were not invented here, but in practice all over the world for the entire history of man. This country, this state, of free men and women have done more to triumph over, and eradicate from practice those actions in the past that are used to convince us we are oppressed or an oppressor and should be divided, segregated, and judged by the color of our skin-not the content of our character.

This will serve to push us back into the ice ages of man, not bring us forward into a better tomorrow! I urge you with every bit of energy I can muster in an email-DO NOT IMPLEMENT CRT(critical race theory) OR ANYTHING THAT REMOTELY RESEMBLES IT ON OUR CHILDREN!!! Our children in this state, and this nation-deserve to learn that regardless of the color of their skin, how much money their parents have, no matter if they are a boy or a girl; they are all capable of whatever they set their minds to-the only person holding them back is themselves if they choose to-unless of course it's the propaganda in the education system telling them otherwise. DO NOT TEACH THAT TO OUR CHILDREN-THEY DESERVE BETTER!

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[EXTERNAL] Re: Social Studies Feedback Part II

Robert Wood <robwood@wwdb.org>

Mon 11/8/2021 10:49 AM

To: David Tofsted <dtofsted@gmail.com>**Cc:** FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; juan garcia <garciagd1955@gmail.com>; ROBERT W ENDLICH <bendlich@msn.com>; rick@verde-environmental.com <rick@verde-environmental.com>; Jon P. Kahler <jpk476@comcast.net>; Dale Ann Lathrop <dalathrop87@gmail.com>; rebecca.dow@nmlegis.gov <rebecca.dow@nmlegis.gov>; Ronnie Sisneros <ronnie1519@gmail.com>; Bill Kolbin <figetaboutit@aol.com>; Bill Beerman <williamsr@wbeerman.com>; Ray Jaramillo <rjaramillo1@lcp.net>; Gilbert Bishop <gibishop@hotmail.com>; Bob Murray <robertkmurray@gmail.com>; Bob Rogers <bjoelrogers42@gmail.com>; David Cheek <dcheek@pdq.net>; Kimberly Skaggs <kim@gopnm.org>; Steve Pearce <Steve@gopnm.org>; Janice Arnold-Jones <jearnoldjones70@gmail.com>; Dave Gallus <davegal1@msn.com>; Daniel ☺ <daniel@missionoffaith.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

David,

Thank you for clearing the forest so we can see the trees. Laws have become irrelevant as our nation dove into their basements following 9/11 leaving fear as the motivator to create security by trading off freedoms and negating or ignoring laws. This revision is just one more example, as you have so eloquently pointed out, to ignore the legal Standards our State is supposed to abide by.

Rob

On Nov 8, 2021, at 10:39 AM, David Tofsted <dtofsted@gmail.com> wrote:

As I have considered the tone and content of the proposed Social Studies standards, something in these standards has seemed "off" or wrong. And yet it was not truly clear what that might be until after I had completed my first response which looked merely at individual elements and issues included or not included in the standards as stated. That is, it was a matter of missing the forest because of the individual trees.

It is this more fundamental jarring problem that I now wish to address.

This issue began to appear as I considered the words being used in the standard, and those that did not appear. In particular, the word "diverse" appears 31 times. The word "diversity" appears another 12 times. The word "action" appears 39 times. The words "take" and/or "taking" appear 35 times. Yet our system of government describes how such actions or changes routinely occur within our governmental system.

The US Constitution provides a means of amendment. Yet the word "amendment" only appears twice in the standards and only in relation to the 14th and 19th amendments, not as a general subject or study area for consideration.

Similarly, while diverse and diversity appear many times, the word "union" only appears 4 times, while "unity" only appears once. Yet our country is considered a Union.

Moreover, the names "Jefferson," "Washington," and "Lincoln," key founders of our Union, never appear in the standard. And the word "freedom" or "freedoms" only appears twice, while "rights" appears some 30 times.

Key elements of the early history of our Union are also not mentioned. The Louisiana Purchase is not mentioned. The significance of the Ohio, Missouri, and Mississippi river valleys for commerce are not mentioned. Therefore the significance of the Lewis and Clark expedition is ignored.

One of our national mottos was "E Pluribus Unum" ("Out of many, one"), focusing on this country's unity. During the Civil War the north was termed "The Union" while the southern states considered themselves only a "Confederacy." As a result of the Civil War the Union won. Yet this standard seems bent on dividing the people of New Mexico into dis-united factions (identity groups).

One such example of this disunity appears in the Eighth grade standards, where paragraph 6.29.11.16 .E.2.b states, "... describe daily life in the 13 colonies by featuring individuals with diverse identities and different perspectives". The word "different" shows up 29 times in the standard. "Differences" appears nine times. "Differing" and "differently" appear twice each.

What we know is that one of the key goals of Marxist ideology is to divide non-Marxist societies into groups that hate one another in order to divide and conquer a country by undermining confidence in the existing system, and converting it into a Marxist system under the promise of a utopian replacement. Yet, in fact, Marxism is a failed ideology. Every time true socialist goals have been pursued, the countries adopting these beliefs have been converted into hellholes of poverty and death, or, as in countries such as Denmark and Sweden, they have subsequently moved away from these principles and adopted free market principles once more prior to their collapse. Thus, teaching principles that pair well with destructive and divisive Marxist beliefs IS NOT in line with the founding principles of either the State of New Mexico or the nation of the United States of America, which were designed to build unity among peoples and not to seek and build divisions. The teaching of these principles, far from enlightening our students, seeks to only highlight a single mindset, a singular SECTARIAN viewpoint (lens).

Granted, this sectarian viewpoint is purportedly non-religious, but one of the uses of the word Sectarian is with regards to a politically sectarian element. Yet, talk to Marxists, who are primarily atheistic, a religious faith position, and their beliefs verge on the fanatical. In pursuing their ideologies they have adopted the view that their revolution should be enacted "By Any Means Necessary," "The Ends Justify the Means," etc. Yet in this country we believe that the Means reveals the quality of the Ends sought. If illegal or lying means are used to obtain a supposedly good end, history has taught us that the actual ends obtained have been horrendous and deadly.

Consider that during the Cultural Revolution in Red China millions of people were killed. In the Soviet Union millions of Ukrainians were killed to communize family farms. In Cambodia millions were killed in the "Killing Fields". In Vietnam, tens of thousands of South Vietnamese officials and their families were sent to prison camps.

Conversely, the New Mexico Constitution's Preamble begins with a specific shout-out: "We, the people [not the peoples, not the identity groups, THE PEOPLE] of New Mexico, grateful to Almighty God for the blessings of liberty..."

Yet this social studies standard does not even mention the word "liberty" in it, nor the word "God" or the word "Almighty." Why not? Therefore, I ask, rhetorically, "What is wrong with this standard?"

What is wrong is that this policy proposal is based around a SECTARIAN neo-Marxist program of divisive teachings based on race, ethnicity, and group think. While it makes certain feigned appeals to individuality, in nearly every case it contrasts and demeans such individual efforts with that of presumably superior results and methods that groups provide in seeking to make changes in society.

Such a sectarian view is not consistent with that of the United States goal of seeking to form a more perfect UNION, nor with the New Mexico State Constitution's view that the people of this state are called to be a UNIFIED people. As a SECTARIAN perspective, this policy violates Article XXI, Section 4 of the New Mexico State Constitution which calls for the following: "Public Schools. Provision shall be made for the establishment and maintenance of a system of public schools which shall be open to all

the children of the state and free from sectarian control, and said schools shall always be conducted in English."

Article XXI is that part of our state constitution that is termed the "Compact with the United States." It was the basis for permitting New Mexico to join the United States and enjoy the benefits of being a part of the United States. As such, the provisions of this section are not ignorable. They provide grounds for lawsuits against the state PED staffers for malfeasance in promulgating a standard that is illegal according to the state constitution.

At the same time the drafters of this standard have ignored numerous key elements in this state's and our nation's history that deserve a place in these standards, but which have been crowded out by these Marxist ideological study objectives.

The very fact that so many individuals have negatively commented on this standard should be telling the staffers at the PED who are part of this revision process that there is something seriously wrong with what they are proposing. If this revised set of standards WAS NOT sectarian, would there be such an uproar? No. Because, after all, our children deserve to know US and World history. Yet that is definitively NOT what this new standard is attempting to perform. This is obvious from the mountain of content that is being swept under the carpet instead of being given primacy of place by being called out explicitly in the standards. As such, the writers of this standard have clearly revealed their SECTARIAN bias based on the partisan agenda being promoted. As such, I believe this promotion is illegal from the point of view of the New Mexico Constitution.

[EXTERNAL] Proposed Rules on Social Studies Standards

Melinda Silver <melindasilver@gmail.com>

Mon 11/8/2021 10:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to express support for the proposed new social studies standards for the following reasons:

- **Fair and Full Process:** As a former attorney in the Office of the Superintendent of Insurance, I look for a fair process of fact-gathering and input from stakeholders before creating proposed rules and regulations.
 - In this case, the process that was used to create the standards included a committee of 64 members, representing k-12 from 38 districts and charters.
 - In addition, Focus Groups were held in June 2021 for a wide array of stakeholder groups so that writing teams could incorporate feedback into the writing of the draft standards.
 - Superintendents were also regularly updated during weekly superintendent calls and the twice-weekly newsletter that they receive.
- **Intent of the Standards – teaching Students Critical Thinking:** These standards provide a framework that will prepare students for tomorrow's world; an understanding of the importance of global trade, competition, and teamwork that allows for a diversity of views. The standards teach students how to think, *not what to think*.
- **Civic Values:** These standards will teach, enforce, and value civic education as an integral part of student education.

All of these standards incorporate, value and provide for the preservation of a student's own cultural heritage.

Proposed Revision - Financial Literacy: I would suggest that the rule include more emphasis on financial literacy in all grade levels; understanding financial decision-making and consequences of those decisions.

Melinda Silver
Volunteer and Leadership Circle Member,
Coalition for Public Education (formerly the Interfaith Coalition for Public Education)

[EXTERNAL] New Social Studies Standards

Possin, Kevin E <kpossin@winona.edu>

Mon 11/8/2021 11:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Fellow Educators,

As an Emeritus Professor of Philosophy, having published critical-thinking texts and software and numerous articles on critical-thinking assessment testing, I completely approve of the newly proposed NM Social Studies Standards.

After reading the entire proposal, I find that the activities and objectives the proposal details are exactly what should be in a K-12 curriculum. They enhance critical-thinking skills and focus on robust evidence-based studies of the person, the community, and the world.

I only wish my early education had included all of these crucial topics and activities.

All the criticisms I am hearing about the proposal are nothing but Strawman Fallacies—just irrelevant misrepresentations of the proposal, most often intentionally so.

Thank you for your hard work drafting the proposal and your continued work at implementing it.

Most sincerely,

Prof. Kevin Possin

Kevin Possin
Professor Emeritus
Department of Philosophy
Winona State University
The Critical Thinking Lab
1012 Calle Dorthia
Santa Fe, NM 87506
USA
507.459.6689

[EXTERNAL] CRT

Barb Nicholes <spsussex@hotmail.com>

Mon 11/8/2021 11:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sent from [Mail](#) for Windows

To Whom it may concern;

These are my thoughts on CRT (critical race theory).

Critical race theory is Wrong.

When you are all only looking at everything by the color of your skin, That is a racist thing. (Very Racist).

The U.S. census Form is a very racist document.

Race or Ancestral Background is really no business of anyone but me.

You should only be interested in:

- | | |
|------------------------------------|-----------|
| 1-are you a U.S. citizen | yes or no |
| 2-do you have a Visa or Green card | yes or no |
| 3-are you illegally here | yes or no |

This is all that should matter to the citizens of the United States, not the color of the my skin or where my ancestors are from. My identity or Ancestral background or (anyone else's) Does Not need to be recorded by any government, society or any organization at all.

Ethnicity and race are interesting and fun to see when you are searching your genealogy.

When the census workers call and want me to identify myself by white, black, Hispanic, Asian, ect.;; (Because I list our family as Americans), I ask them what year they want me to identify where my ancestors come from. Because I can get ancestors from every country.

So in short I come from ALL races, ethnicities & all countries.

CRT is hateful, racist and just plain wrong.

We need to be a people of acceptance.

It doesn't matter what the color of your skin is or where your ancestors are from.

All that matters is, that you are a person. A citizen of the United States of America.

Thank you very much for your time

Barbara Nicholes

[EXTERNAL] Proposed Changes to New Mexico's Social Studies Curriculum

kimgryphon@gmail.com <kimgryphon@gmail.com>

Mon 11/8/2021 11:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am writing in **support** of the proposed changes to the New Mexico's Social Studies Curriculum and particularly in support of these changes' emphasis on "major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity," and "ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives."

This commitment to equity and multiple perspectives will be crucial to help students understand and care about social justice in their communities and in the world. This is an incredible opportunity to expand the curriculum toward a more inclusive future. As a resident of New Mexico who works in public schools, I will be thrilled to teach these perspectives in the classroom.

Thank you for your time and attention.

peace,kim griffis
(they/them) 781 733 6431

Sent from [Mail](#) for Windows

[EXTERNAL] American History

Kenneth Slater <slaterk2096@gmail.com>

Mon 11/8/2021 11:30 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Yes, it's about time that someone decided to teach real history in this country. The sugar coded version has to be replaced or nothing will change. This country was built on racism and it time every child knows it.

Mr. Kenneth Slater
Clovis, NM

[EXTERNAL] Social studies curriculum change

Sarah Nunn <sarahjnunn@gmail.com>

Mon 11/8/2021 11:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I strongly oppose the changes presented for social studies curriculum for k-12th grade. Children should not be divided into victims and oppressors, based on the color of their skin or labeled and defined by their race. This is a step backwards. This will cause division and encourage hate and bullying in our schools. I do not support this curriculum change. Critical race theory, or whatever you want to disguise it as, should not be taught in schools. Reading, writing, and math are what schools should focus on.

We are 50th in education and should be focused on teaching reading, writing, and math — not indoctrinating children in liberal ideology.

Sarah Nunn
505-697-8973
2493 Manzano Loop NE
Rio Rancho, NM 87144

[EXTERNAL] New Mexico Social Studies Standards comments

James Taylor <jtaylor505@gmail.com>

Mon 11/8/2021 11:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I have read the Social Studies Crosswalk and the Standards. I was particularly interested in the treatment of the period including the Civil War, and looked over the comparisons to the current standards. It is clear to me that this revision was long overdue. Try as I might, I could find nothing remotely objectionable in the standards. Overall, they address the considerable shortcomings in the current standards that take as a given that the dominant European-US culture defines our history and culture.

Well done.

Sincerely,

James C Taylor

Real mathematics involves not knowing what is going on, not having any idea what to do, and then playing around and hopefully finding your way through.

—Sarah Hart

O wake
me from
the sleep
of being
sure

—Amanda Jernigan

It was when I found out I could make mistakes that I knew I was on to something. - Ornette Coleman

[EXTERNAL] PED Proposed Social Studies Standards

Lynn Bickley <lbick09@gmail.com>

Mon 11/8/2021 12:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear PED, I write in support of the adoption of the proposed Social Studies Standards, which add to current standards without replacing them, emphasize critical thinking, encourage multiple perspectives and realistic respectful appraisal of the rich history and social development of New Mexico, and prepare students for a complex global future.

Sincerely,
Lynn Bickley

[EXTERNAL] Social Studies Resolution

Cindy Sims, PhD <cindy.sims@emsdbears.us>

Mon 11/8/2021 12:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please find attached a Resolution passed by the Estancia Municipal School District. The Board is respectfully asking for more time to review the standards when staff have more time to be thoughtful and reflective in a non-Covid-crazy world!

Thank you - Cindy

Cindy L. Sims, PhD
Superintendent
Estancia Municipal Schools
PO Box 68
Estancia, NM 87016
(505) 384-2006

**Every Student, Every Day
Go Bears!**

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Petition of the
Estancia Municipal District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

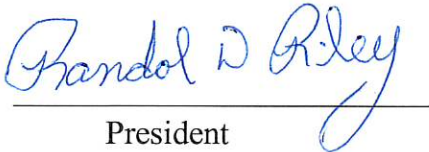
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Estancia Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least **July 1, 2023**, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,


Estancia Municipal School Board of Education



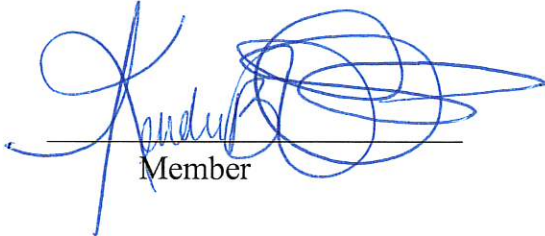
President



Vice President



Secretary



Member



Member

[EXTERNAL] Opinion on proposed educational standards.

Joseph Keenan <josephjkeenan@gmail.com>

Mon 11/8/2021 12:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir or Madam:

I'm writing to express my support for the new curricular standards. I find the arguments against it based in fear, ignorance and politics rather than valid critical assessments. This is a time to lead not follow the will of New Mexicans.

[EXTERNAL] Proposed Social Studies Standards

Bill Adrian <oblatebill@gmail.com>

Mon 11/8/2021 12:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I applaud these standards. They definitely are what is needed to prepare New Mexican students for the 21st, and 22nd, Centuries. They appear to create the necessary building blocks of knowledge and thought process appropriate for each age group. The students should end up with the skills and knowledge needed for survival of the United States, and the World;

- understanding the history of New Mexico and United States society
- understanding the cultures of the past and present
- understanding the structure of New Mexico and United States government
- understanding the responsibilities to be an active participating citizen of New Mexico, United States and the World
- being able to identify the challenges of the present and the future
- being able to formulate feasible solutions to the challenges
- understanding the processes of implementing the solutions
- understanding how to review and adjust these processes, proposed solutions and definitions of the challenges as more information and knowledge is gleaned through an individual rational thought process

Sincerely,
William Adrian
Santa Fe, NM 87505
oblatebill@gmail.com

--

"I think procrastination is sometimes, not always, but sometimes a misnomer. I think it should be called rumination. Because some of us need a lot of time to just absorb it and then translate it out of ourselves."
Susan York

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jaymie Duneman <mailagent@thesoftedge.com>

Mon 11/8/2021 12:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

I am a concerned parent of 4 students in APS, as well as an active employee of APS - my stance on this is very strong! Thank you for your time and deep consideration of this issue.

Sincerely,

Jaymie Duneman
919 Grecian NW
Albuquerque, NM 87107-5732

[EXTERNAL] 6.29.11 NMAC social studies comments from APS

Heather Bassett <heather.bassett@aps.edu>

Mon 11/8/2021 12:57 PM

To: Sena, John, PED <John.Sena@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Elder, Scott <elder_s@aps.edu>

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Dear Mr. Sena,

Attached is the written comment from Albuquerque Public Schools regarding rule open for comment now until November 12, 2021 for 6.29.11 NMAC Social Studies Standards.

Thank you for this opportunity to offer comments on this rule.

Sincerely,
Heather

--

Heather Bassett

Ph.D. I Policy Analyst/Government Affairs Liaison Albuquerque Public Schools

Cell: [505-350-1649](tel:505-350-1649) | heather.bassett@aps.edu | PO Box 25704 Albuquerque, NM 87125-0704

-

PED Rule Feedback
Policy Division, NM PED
300 Don Gaspar Ave., Santa Fe, NM 87501
November 8, 2021

Dear Mr. Sena:

Thank you for the opportunity to provide comment on 6.29.11 NMAC Social Studies Standards. Albuquerque Public Schools was able to get feedback from about a dozen schools during this review window and from district resource teachers who support social studies teachers.

At this time, APS supports a conditional adoption of these standards and believes with further comment and refinement we can fix the structural and logistical obstacles to implement these standards.

The majority of reviews from school social studies leaders in APS appreciate the addition of inquiries of thought as strands and the intentional attentiveness to culturally and linguistically responsive curriculum. Many of our APS reviewers indicated that the inquiry-based approach is significantly more rigorous than our current state standards.

If adopted, the proposed standards will require resources, time, and professional development for at least three semesters. APS suggests that during those three semesters, schools work with the current and proposed standards side-by-side. During this time, teachers shall strive to implement these standards and PED provide continued space to inform the refinement and polishing of these proposed standards. The purpose of this conditional adoption would be to continue to refine these proposed standards to address the numerous logistical and structural issues we have observed.

The proposed, new standards are a big departure from the current standards. In some cases, the proposed standards also influence grade level, graduation requirements, as well as scope and sequence. This list is illustrative of some of the issues. This list is not exhaustive, but it represents some of the logistical and implementation obstacles that teachers see in these standards that deserve consideration and time.

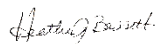
- The standards impact scope and sequence
 - US History, currently taught at 11th grade, is Reconstruction to present; the proposed, new standards expand that time period to be comprehensive US History
- It is unclear the measures of accountability for adoption and additional measures like End of Course Exams impacts the implementation and conversations about supports needed to implement
- Government is the current graduation requirement in statute and title for standards. The proposed standards address “Civics,” which is a different course that may be a different grade level and possibly out of line with statutory graduation requirements
- There is no mention of “checks and balances” in the civic standards
- Lack of specifics or consistency on naming of specifics. In some cases, specific historic events or people are named, but these instances do not provide exhaustive examples but also do stand as only examples. In some cases, these omissions represent significant conversations in current classrooms, such as
 - In US History, for example, the “Marshall Plan”
 - In World History, references to immigration are not inclusive and leave out the potato famine
 - In sixth grade, Egypt is missing
 - In eighth grade, there is limited reference to exploration

- Potentially objectionable and politicked language regarding gun rights is included in standards
- The inquiry standards may be better suited as their own section, rather than embedded within each content strand. This would provide clear articulation of skill development from year to year and support vertical integration.
- The number of standards is uneven between grade levels and in some ways, not achievable in one school year.
 - In sixth grade, there are only 54 standards, but there are 103 in seventh grade and 90 in eighth grade.
- The standards are broad and specify little about what to teach, but seem to dictate to teachers, how to teach. The lack of specificity may provide teachers autonomy and flexibility, but will also result in a lack of consistency and uniformity
- The standards include more content in New Mexico history than what can be covered in the existing, semester graduation requirement
- Not every anchor standard is represented at every grade level
- Clarification is needed for some terms and definitions
 - Offer clarification on how to define: “7.5 Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment”
- Guiding principles indicate these standards align to the ruling and implications of Yazzie/Martinez. The textbook adoption process needs to also align
- Implementation of these standards need to be accompanied or prefaced with pedagogical training and CLRI training for teachers

This list is only representative of the logistical impacts and implementation obstacles. The proposed, new standards represent an incredible shift in more than just content. In many ways, our teachers are ready to incorporate these changes, but there are instances where the process of teacher implementation might appropriately provide information that requires a change to the standards. Therefore, APS requests a process of implementation that requires a revisiting of the rule at the conclusion of three semesters of implementation in order to sort out the impact to scope and sequence, grade level, graduation requirements, End or Course exams, and other logistical issues related to these standards. The full analysis from the schools of Albuquerque Public Schools is long enough to warrant more time and an iterative process to continue to draft these standards.

We look forward to continued collaboration and recognize these proposed standards create a wonderful opportunity to begin a conversation about changing social studies standards in our state to be more culturally responsive. We recommend a transition of implementation that provides a window of time to allow these content standards to be further refined throughout a process, rather than merely moving forward with an immediate and final adoption.

Sincerely,



Heather Bassett
 Policy Analyst/Government Affairs Liaison
 Albuquerque Public Schools

Cc: Scott Elder, Superintendent, Albuquerque Public Schools

[EXTERNAL] Social studies agenda/ curriculum

Karen Buterbaugh <grkaem@gmail.com>

Mon 11/8/2021 1:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NMPED: I am totally against this critical race theory curriculum. The problem first arose when lower grades stopped teaching history and only "community " info. like your city and leaders there , workers in your community , subjects like that. Children had no sense of time line.

This type of CRT curriculum is just an extension and leads to fracture rather than bring groups together. It can create hatred among groups. This thinking is only erasing what happened in history not analyzing it and asking how can we learn from this and make it better.

The term racist is thrown around at the drop of a hat with no real examination of the situation first. Maybe movies are part of the problem due to the way many groups of people were portrayed, and before internet that's all we knew.

Mrs. Buterbaugh

Resident. Santa Fe

[EXTERNAL] Comments: "New Mexico Social Studies Standards, Draft — Pre Rule Copy (122 pages):"

Michael Campbell <camp.pecos@gmail.com>

Mon 11/8/2021 1:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I tender the following documents, to be added to the public record, as comments regarding: "New Mexico Social Studies Standards, Draft — Pre Rule Copy (122 pages):"

1. A 29-page letter, including endnotes, dated November 8, 2021 and signed by me, and;
2. An attached PowerPoint, Slide Nos. 1-17.

Could I ask that you or someone at the Department acknowledge receipt (by a short return e-mail) of these documents. Thank you.

Michael Campbell
camp.pecos@gmail.com

November 8, 2021

VIA E-MAIL

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gasper Ave, Room 121
Santa Fe, N.M. 87501
rule.feedback@state.nm.us

**Re: Written Public Comments:
New Mexico Social Studies Standards
Draft – Pre Rule Copy (pp. 1-122)**

Dear Mr. Sena

My background is noted.¹

I ask that you make these comments part of the public record in this matter. I have reviewed the “New Mexico Social Studies Standards, Draft – Pre Rule Copy (pp. 1-122)(the “Proposed New Standards”) as well as documents surrounding those standards, found on the PED website, and elsewhere. I offer a **Summary** of my Comments, followed by **General Comments**, and then **Specific Comments** on the Proposed New Standards by grade, beginning with the proposed standards for New Mexico Kindergarten children.

SUMMARY

By sponsoring the Proposed New Standards, the New Mexico Public Education Department (“PED”) introduces major tenants of Critical Race Theory (“CRT”) to New Mexico public school classrooms, beginning in Kindergarten and continuing with increasing intensity through Grade 12.

CRT is an ideology premised on division and fear that looks at American society with the conviction that *racism* is at the core of American law and institutions. The doctrine posits that there are only two types of people in America: oppressors and oppressed. It is sourced in classic Marxist theory about a struggle between capitalists and the working class. CRT theory dictates that to eliminate racism American society and institutions must first be destroyed, and then be rebuilt as directed by its proponents.

As proposed by PED, these CRT “standards” indoctrinate New Mexico children, beginning at 5 YOs in Kindergarten, by placing them in respective racial groups – presently defined by PED to include “[i]ndigenous, Hispano/Latino,

Chicano, Mestizo, Genizano, African American” and, presumably, white.² CRT proponents euphemistically call these racial distinctions “identity groups.” Children are placed and kept in these “identity groups” beginning in Kindergarten with seemingly innocuous learning standards:

“K22 Communicate a positive view of themselves and identify some of their group identities.

“K23 Describe ways in which they are similar and different from other people who share their identities, and people who do not.”

See, Proposed New Standards, Kindergarten at p. 16 (emphasis added). But PED intensifies CRT indoctrination as New Mexico children advance in age and grade. By the time New Mexico children reach 9th Grade, PED drops all pretense and out-right announces its demand that New Mexico public school students adopt CRT theory:

“9-12.ECI.14 Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

“9-12.ECI.16 Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.”

See, Proposed New Standards 9-12 at p. 122 (emphasis added). This is pure, unadulterated CRT-speak.

Any rational assessment would conclude that PED’s Proposed New Standards are infested with CRT. These standards are divisive, anti-American, anti-free enterprise, and destructive of the tri-cultural community at the center of New Mexico’s identity. There could not be a more socially-divisive educational approach than what the PED seeks to implement with its Proposed New Standards.

These Proposed New Standards should be abandoned or amended substantially. Any further PED meetings on these Standards should be noticed and open to the public and parents, which has not occurred previously.

GENERAL COMMENTS

These are comments on the general tone, tenor and content of the Proposed New Standards, the faulty, exclusionary procedure by which these standards have been drafted to date, and the prospect these standards may be adopted and implemented without appropriate public or parental disclosure or input.

1. With these Proposed New Standards, Critical Race Theory (“CRT”) Comes to New Mexico. Proponents of these Proposed New Standards will take one of two tracks to support their adoption. Some will argue that these standards do not incorporate CRT. That argument is demonstrably false. Facts demonstrate that language in these standards comes straight from CRT ideology and literature. Other proponents will argue that while these standards do incorporate CRT, it’s OK to teach CRT to New Mexico children, beginning in Kindergarten. That argument is also false.

2. What is CRT? We can’t see CRT unless we know what we are looking for. What is CRT?

CRT is an intellectual approach to looking at US society with a conviction that *racism is at the core* of [American] laws and institutions.³ It is an academic discipline built on the framework of Marxism.⁴ Relegated for many years to universities and obscure academic journals, over the past decade it has increasingly become the default ideology in public institutions.⁵

There are a series of euphemisms deployed by supporters of CRT to describe the doctrine, including “equity,” “social justice,” “diversity and inclusion,” “identity groups,” and “culturally responsive teaching.”⁶ CRT theorists, realizing a label of “neo-Marxism” would be a hard sell, cloak the program in terms of “equity.” But the object of CRT is to divide people into their respective racial “identity groups” and then let them fight it out as to who is more “oppressed.”

Marxist-based CRT embedded in these New Proposed Standards is culturally divisive, detrimental and destructive of the tri-cultural community at the center of New Mexico’s identity. These standards must be abandoned.

3. CRT is embedded in the Proposed New Standards by means of “Guiding Principles.”

It takes little effort to recognize the CRT-speak embedded in the Proposed New Standards. In its Introduction to the Proposed New Standards, PED announces “[t]hese standards were developed with the *following guiding principles* in mind:”

“Incorporating major historical themes such as power, class conflict, struggle, geo political impact, social justice, equity and diversity through content standards designed to teach these topics in developmentally appropriate ways.”

See, Proposed New Standards at p. 9. This is nothing but CRT-Speak. Why must the PED “guiding principles” be so uniformly *negative*? Are there perhaps other “major historical themes” – positive themes -- that might guide educational instruction, such as “America fought the Civil War to end slavery,” “America is a land of

opportunity,” “rising living standards,” “eradication of Jim Crow laws,” “integration replacing segregation?” But optimism and patriotism have no place in CRT theory, which is grounded in division and disunity. In CRT-speak, some people are “oppressors” (usually identified as white, Christian, heterosexual males) and all other people are “oppressed.” Another of the PED’s “guiding principles” -- used to frame these Proposed New Standards -- is:

“Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizano, African American and other cultural perspectives.”

See, Proposed New Standards, at p. 9. Hopefully, at some point, PED will explain to the public/parents the *educational relevance of teaching differences among* “Hispano/Latino, Chicano, Mestizo, and Genizaro.” Why does PED propose to teach these racial distinctions to New Mexico students? How exactly are teachers supposed to teach these distinctions to students? And what are students supposed to do once they acquire this “knowledge?” Another of the PED’s “guiding principles:”

“Identifying tools to share authentic stories including the study of the relationship between power and oppression.”

Id. This is nothing but Marxist indoctrination.

The PED’s “Guiding Principles” undergird the Proposed New Standards beginning in Kindergarten and continuing through 12th Grade, *See*, Specific Comments, *infra*. The Standards should not be adopted.

4. The PED’s radical “Guiding Principles” were not drafted by the 64 New Mexico Educators. They were drafted by PED and imposed on the educators by fiat.

The PED, in public press reports, suggests the Proposed New Standards were the work of 64 dedicated New Mexico Educators.⁷ That is not fully truthful. Documents obtained through the New Mexico Inspection of Public Records Act appear to confirm that the radical “Guiding Principles” undergirding the Proposed New Standards were drafted solely by the PED and imposed on the educators with no room for debate.⁸

One plaintive participant reacted to the PED-imposed “Guiding Principles” with a lament probably held by many such educators:

“After looking at many of these concerns my number 1 concern is ***how much are we really looking out for the children. Many concerns about culture, sexuality, and diversity, but those are personal issues. Kids are the ones***

being taught so are they being [thought of] when we are writing the standards.”

See, PED document produced in response to IPRA request: “Reflection 4-13-21” (emphasis added).

5. The Proposed New Proposed Standards are sourced in CRT literature.

Where does this CRT-based language in New Mexico’s Proposed New Standards come from? Did the “64 New Mexico educators” who allegedly drafted these standards come up with these standards on their own?

No they didn’t. A review of the source materials used by the drafters of these standards confirms that the most controversial of these standards are grafted directly from reliable CRT sources.⁹ One of its sources is:

(a) “Social Justice Standards,” authored by the Southern Poverty Law Center (“SPLC”). The teaching principles of the SPLC are “divided into four domains: identity, diversity, justice, and action,”¹⁰ which is CRT-speak. The PED’s adoption of the Social Justice Standards is exemplified by comparing the following standards for *Kindergarten* students:

Social Justice Standard

PED’s Proposed New Standard

I can describe some ways that I am similar to and different from people *who share my identities* and those who have other identities. DLK-2.7

Describe ways in which I am similar and different from other people *who share my identity*, and people who do not. K.23

(emphasis added). PED has simply lifted standards from this CRT-favored source.

(b) A second source utilized by the PED is “Teaching Hard History (K-5),” also authored by the SPLC.¹¹ These are simply the same SPLC-authored “Social Justice Standards,” on steroids.

(c) A third source listed by the PED is “NCSS,” which is shorthand for the National Association of Social Studies. One can find all one needs to know about this organization by examining a speech the head of this group, Tina Lane Heafner, gave to the organization in 2018 titled “Agency, Advocacy, Activism for Social Studies.”¹² Ms. Heafner states:

“Social studies, more than any other subject area, has the capacity to reveal structural racism, inequality and exclusion that endures in U.S. society and is deeply rooted in our nation’s history and perpetuated through policies, practices, attitudes and cultural messages.

This is textbook CRT-messaging. It is embedded in the Proposed New Standards for New Mexico public school students.

There can be no credible debate that the Proposed New Standards are embedded with CRT.

6. There has been little, if any, public/parental participation in the formulation, discussion and drafting of the Proposed New Standards.

The PED website confirms that there has been little, if any, public or parental participation in formulation, discussion or drafting of the Proposed New Standards.¹³

7. This November 12, 2021 hearing may be the one and only opportunity for public/parental comment on the Proposed New Standards.

The PED website confirms that this November 12, 2021 hearing will be the one and only opportunity for public/parental input into these Proposed New Standards. The 64 New Mexico educators will “implement” these standards via teacher training and compilation of materials in the Spring of 2022, with full implementation contemplated by the 2023-2024 school year.¹⁴

8. The Proposed New Standards will be *mandatory*. Local School Boards cannot modify or opt-out of the standards.

The PED website states that the “[Proposed New Standards], once the Rule approval process has taken place . . . will be codified . . . and *will continue to be mandated for students in grade k-12.*”¹⁵ Local School Boards will have no authority to modify or opt-out of these standards.¹⁶

9. The “warts” or “evils” of New Mexico and American history should be taught in New Mexico public schools, but only at an appropriate time and in an appropriate manner.

I don’t criticize these Proposed New Standards thinking that students should not be educated on the “warts” or “evils” of the New Mexico and the American experience. They must be educated on that history – whether early practices of indigenous people, conflict among indigenous people, conflict between indigenous people and Spanish explorers, conflict among indigenous people, Spanish descendants, and white pioneers, slavery, Jim Crow laws in the South, woman’s suffrage, etc., etc., etc. But shouldn’t we be very careful and very sensitive about when we teach these subjects and how we teach them lest we exacerbate the tensions and conflict readily apparent in American society today. These Proposed New Standards fail on these criteria; they are neither careful nor sensitive about when and how we teach these subjects to New Mexico’s children. I fear that the

adoption and implementation of these Proposed New Standards will worsen our already fragile societal cohesion.

SPECIFIC COMMENTS

I offer these more specific comments directed to the New Proposed Standards, by age and grade. I've reviewed the Proposed New Standards in detail. I've also reviewed the standards existing now, before these proposed revisions (the "Existing Standards").¹⁷

I've made detailed comparison of the Existing Standards to the Proposed New Standards. These are my specific comments.

1. Why is it either necessary or appropriate to teach "social studies" to 5-10 year old children in grades K-5, when the great majority of these students can't read at grade level?

Both the Existing Standards and the Proposed New Standards pose social studies "standards" for 5-10 year old children in grades K-5. The question should be asked . . . WHY? Why is it necessary or productive to attempt to teach these young children "social studies" -- particularly the controversial "social studies" posted by the Proposed New Standards (*infra*) -- when the vast majority of these children ***cannot read at grade level?***

The latest achievement data posted on the PED website is for 2019.¹⁸ A spreadsheet at that site¹⁹ shows the dismal numbers for reading proficiencies by grade in all New Mexico public schools. For all New Mexico students/all schools, 63% of kindergarten children cannot read at grade level; for first grade, 66% are not proficient; for second grade 57%; for third grade 70%; for fourth grade 70%, and, fifth grade 67%. Math proficiencies at these grade levels are even worse. And this data was before the educational disruptions caused by the pandemic. Proficiencies are undoubtedly worse today.

It appears some educators agree with the proposition that at these younger ages in these early grades, a social studies curriculum should defer to (and be incorporated into) the reading curriculum. Common Core Standards, which I understand were adopted by the PED, state:

"The [Social Studies] standards below begin at Grade 6; *standards for K-5 reading in history/social studies, science and technical subjects are integrated into the K-5 Reading standards.*"²⁰

(emphasis added). Doesn't it make sense to at least *discuss* whether the educational populace (students, parents, teachers and society in general) is better served by

concentrating educational resources on basic subjects like reading and math in these early years?

2. The Proposed New Standards posit two completely novel “strands” of social studies: (v) “inquiry” and (vi) “ethnic, cultural and identity studies.”

In its Introduction to the Proposed New Standards, PED identifies four traditional “strands” of social studies: (i) civics and government, (ii) economics, (iii) geography, and (iv) history.²¹ These strands are also identified in the Existing Standards.²²

But the PED has inserted two new, completely novel “strands” in its Proposed New Standards: (v) “inquiry,” and (vi) “ethnic, cultural and identity studies.”²³ PED offers no justification for adding these new “strands” and it offers no “source” for these additions. It’s unlikely the 64 New Mexico Educators drafted these new “strands” on their own. What is the source of these two new social studies “strands?”

3. Grade-Specific Comments

What follows are specific comments, by age and grade-level, on the Proposed New Standards.

Because it is important that decision-makers understand that PED seeks to embed CRT theory into the very earliest public education grades, beginning with Kindergarten, I have made a detailed side-by-side comparison of the Existing Standards to the Proposed New Standards for Kindergarten through Grade 3. The standards will apply to New Mexico children ages 5-8.

K. Kindergarten (5 YO)

I’ve attached to this letter as Slides 1-3, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for Kindergarten students (5 YO). That comparison yields the following conclusions:

(i) PED has eliminated Existing Standards for teaching “patriotic activities.”

The Existing Standards contain a standard for Kindergarten students as follow:

“KIII-B Recognize patriotic activities including the Pledge of Allegiance, the Star Spangled Banner, salutes to New Mexico, and the New Mexico State Songs.”

See, Slide 3 (attached). The Proposed New Standards *eliminate* this standard.

(ii) PED has eliminated Existing Standards for teaching “fairness.”

The Existing Standards contain a standard for Kindergarten students as follow:

“KIII-C Describe and provide examples of fairness.”

Slide 3. The Proposed New Standards *eliminate* this standard.

(iii) PED has eliminated Existing Standards for teaching “good citizenship,” including “taking turns” and “sharing.”

The Existing Standards contain a standard for Kindergarten students as follows:

“KIII-D Describe what is meant by citizenship. Explain what is meant by “good citizenship,” to include: (i) taking turns and sharing, and (ii) taking responsibility for your own actions.”

Slide 3. The Proposed New Standards *eliminate* this standard.

(iv) PED has eliminated Existing Standards for teaching “the importance of jobs.”

The Existing Standards contain a standard for Kindergarten students as follows:

“KIV-B Understand the importance of jobs.

Slide 3. The Proposed New Standards *eliminate* this standard.

(v) PED introduces racial distinctions (called “Group Identity”) to 5 YO Kindergarten children.

The Proposed New Standards introduce the concept of racial distinctions (called “Group Identity”) to 5 YO children at the Kindergarten level:

“K22 Communicate a positive view of themselves and *identify some of their group identities*.

“K23 Describe ways in which they are similar and different from other people *who share their identities*, and people who do not.

Slide 3 (emphasis added). PED should explain why it's necessary or appropriate to teach New Mexico's 5 YO Kindergarten students about racial "group identities." Are the group identities to be taught those identities specified in the PED's introductory "Guiding Principles:" "Indigenous, Hispano/Latino, Chicano, Mestizo, Genizano, African American and other cultural perspectives?" Really? In Kindergarten?

(vi) PED's Proposed New Standards seek to teach "compelling questions" to 5 YO Kindergarten children.

The Proposed New Standards, under the new social studies "strand" of "Inquiry," propose to teach 5 YO Kindergarten children something called "compelling questions," whatever that might be:

"K1 Recognize a compelling question.

"K2 Identify the relationship between compelling and supporting questions.

"K3 Construct responses to compelling questions using examples."

Slide 1. I first thought this Proposed New Standard was a typographical error. How and why does PED propose to teach "compelling questions" to 5 YO children? What exactly is a "compelling question" suitable to be taught to a 5 YO child? Who decides that? What exactly is the reason or purpose in teaching a 5 YO child "the relationship between compelling and supporting questions?" Perhaps PED can explain what its objectives are here.

(vii) PED seeks to make 5 YO Kindergarten children "student activists."

The Proposed New Standards require that we teach 5 YO Kindergarten children to be "student activists;"

"K4 Take group or individual action to help *address local, regional and/or global problems.*"

Slide 1 (emphasis added). Is it appropriate to teach 5 YO Kindergarten children to "address . . . problems?" Is it the collective mentality of the educational establishment in New Mexico that 5 YO Kindergarten students should be taught to "address . . . global problems?"

(viii) PED seeks to make 5 YO Kindergarten children "student activists," contd.

The Proposed New Standards require that we teach 5 YO Kindergarten children to:

“K5 Use deliberative and democratic procedures to make decisions about and ***act on civic problems in their classrooms.***”

Slide 1 (emphasis added). Again, what exactly are we doing teaching 5 YO New Mexico Kindergarten children to “*act on civic problems in their classrooms?*” 5 YO children do not know or comprehend what “civic problems” are . . . unless their teachers tell them what they are. And is that what we want to happen? Don’t we want 5 YO children to grow in these years happy and inquisitive? Won’t their appreciation of “problems” come soon enough?

FG. FIRST GRADE – 6 YO

I’ve attached to this letter as Slides 4-7, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for 6 YO First Grade students. That comparison yields the following conclusions:

(i) PED re-enforces teaching racial distinctions (called “Group Identity”) to 6 YO First Graders.

The Proposed New Standards continue the teaching of racial distinctions (called “Group Identity”) to 6 YO children at the First Grade level:

“1.23 Explain how *groups of people* believe different things and live in different and interesting ways.

“1.24 Explain how *student and individual identities* are part of what makes each person unique and special.”

Slide 7 (emphasis added).

(ii) PED continues its effort to make now 6 YO First Graders “student activists.”

The Proposed New Standards continue the goal to make now 6 YO First Graders into “student activists:”

“1.5 Take group or individual action *to help address local, regional and/or global problems.*”

Slide 4 (emphasis added).

(iii) PED continues its effort to make now 6 YO First Graders “student activists,” contd.

The Proposed New Standards require that we teach 6 YO First Grade children to:

“1.6 Use deliberative and democratic procedures to make decisions about and *act on civic problems in their classrooms.*”

Slide 4 (emphasis added). What exactly is PED’s objective with these “standards?”

(iv) PED has eliminated Existing Standards for teaching “US historical events,” like MLK day, Memorial Day, etc.

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1I-B Identify the significance of US historical events and symbols (e.g. MLK Day, Memorial Day, Independence Day, Labor Day, Veterans Day, US Flag, bald eagle).

Slide 4. The Proposed New Standards *eliminate* this standard.

(v) PED has eliminated Existing Standards teaching “fairness, loyalty, patriotism.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1III-D Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.”

Slide 6. The Proposed New Standards *eliminate* this standard.

(vi) PED has eliminated an Existing Standard teaching “good citizenship” and “fair play” and “being trustworthy.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1III-D 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.”

Slide 6. The Proposed New Standards *eliminate* this standard.

(vii) PED has eliminated an Existing Standard teaching the “value of work.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1IV-B Understand the value of work.”

Slide 7. The Proposed New Standards *eliminate* this standard.

(viii) The Existing Standards focus on “commonality” among First Graders; the Proposed New Standards focus on “differences.”

The Existing Standards contain a standard based on “commonality” among First Graders; the Proposed New Standards focus on “differences” among them.

<u>Existing Standard</u>	<u>PED’s Proposed New Standards</u>
1I-A Identify <i>common</i> attributes of people living in New Mexico today.	1.12 Examine and identify <i>cultural differences</i> within a community. 1.23 Explain how groups of <i>people believe different things and live in different and interesting ways.</i>

Slides 4, 5 and 7 (emphasis added). Perhaps PED could explain why, in teaching New Mexico’s 6 YO First Graders, it thinks it best to focus on *differences* among children, rather than *commonalities* among them.

(ix) PED Proposed New Standards seek to teach “compelling questions” to 6 YO First Graders.

The Proposed New Standards, under the new social studies “strand” of “Inquiry,” increase teaching emphasis on “compelling questions,” now to 6 YO First Graders:

“1.1 Explain why a compelling question is important;

“1.2 Generate a supporting questions related to compelling questions across the social studies disciplines.

“1.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.

1.4 Construct responses to compelling questions using examples.

Slide 4. Again, perhaps PED can explain what its objectives are here.

SG. SECOND GRADE – 7 YO

I've attached to this letter as Slides 8-12, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for 7 YO Second Grade students. That comparison yields the following conclusions:

(i) For 7 YO Second Grade children, PED continues its demand for teaching “diversity” rather than “commonality:”

The Proposed New Standards mandate teaching New Mexico 7 YOs “diversity” on a *global* scale:

“2.13 *Compare diverse world communities* in terms of members, customs and traditions to the local community.

“2.15 *Identify and compare the diverse North American cultural groups* of the past and today.”

Slide 10 (emphasis added). And in a Proposed New Standard that defies comprehension, the PED insists on teaching 7 YO New Mexico children to:

“2.16 Evaluate the effects of people, goods and ideas that *diffused from one world community into other world communities* and the effects of the people, goods and ideas on these communities.”

Id. (emphasis added). What? For 7 YO children? One can only imagine the teacher training and classroom materials necessary to put this “standard” into effect.

(ii) For some unexplained reason, PED continues to insist that 7 YO Second Grade children be taught “compelling questions.”

The Proposed New Standards continue to insist that 7 YO New Mexico children be taught about “compelling” questions, whatever that might mean:

“2.1 Explain why a compelling question is important.

“2.2 Generate supporting questions related to compelling questions across the social studies disciplines.

“2.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.

“2.4 Construct responses to compelling questions using examples, and relevant details.”

Slide 8. Good luck with this, when 57% of New Mexico 7 YO Second Graders are not proficient in reading at grade level.

(iii) PED re-emphasizes that 7 YO Second Graders must become “student activists.”

As if by rote and repetition, PED continues to demand that 7 YO Second Graders be taught to be “student activists:”

2.5 Take group or individual action to help address local, regional, and/or global problems.

2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Slide 8 (emphasis added).

(iv) PED insists that New Mexico 7 YO Second Graders remain in their respective “Identity Groups.”

Without any stated justification, PED insists that New Mexico 7 YO Second Graders remain in their respective “Identity Groups:”

*2.28 Describe ways in which we are similar and different from *people who share identities*, and people who do not.*

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

Slide 12 (emphasis added).

(v) PED has eliminated standards to teach 7 YO Second Graders about the “public good” and “good citizenship.”

Existing Standards contained standards to teach Second Graders about the “public good” and about “good citizenship:”

“2III-C Describe the concept of “public good” and identify local examples of systems that support the “public good.”

2III-D Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.”

Slide 10. The Proposed New Standards *eliminate* these standards .

TG. THIRD GRADE – 8 YO

I've attached to this letter as Slides 13-17, a side-by-side comparison of the Existing Standards to the Proposed New Standards for 8 YO Third Grade students. That comparison yields the following conclusions:

(i) PED, for 8 YO Third Grade children, continues to insist on teaching “group identity:”

The PED's Proposed New Standards continues its efforts to indoctrinate New Mexico's 8 YO Third Graders on their respective “group identity:”

“3.27 Express a positive view of *personal identities* without making someone else feel badly.

“3.28 Compare and contrast *cultural identity* with other people and groups.

“3.29 Identify the actions of *people and groups who have worked throughout history to bring more justice and fairness to the world.*”

Slide 17 (emphasis added). With respect to the Proposed New Standard 3.29, would PED include America's Founding Fathers in any such group? Probably . . . not.

(ii) For 8 YO Third Grade children, PED continues to insist on teaching “compelling questions,” whatever those might be.

PED, with its Proposed New Standards for New Mexico's 8 YO Third Graders, continues to insist on teaching “compelling questions,” whatever those might be. The Proposed New Standards require Third Graders to:

3.1 Identify disciplinary ideas associated with a compelling question.

3.2 Use supporting questions to help answer the compelling question in an inquiry.

3.3 Determine the credibility of one source.

3.4 Cite evidence that supports a response to supporting or compelling questions.

3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.

Slide 13.

(iii) PED, with its Proposed New Standards, continues to demand that New Mexico’s 8 YO Third Graders become “student activists.”

PED, with its Proposed New Standards for New Mexico’s 8 YO Third Graders, continues to teach children to be “student activists.” The Proposed New Standards require Third Graders to:

3.6 *Identify challenges and opportunities when taking action to problems, including predictable possible results.*

3.7 *Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.*

Slide 13 (emphasis added). PED’s own data confirms that 70% of New Mexico 8 YO Third Graders are not proficient at grade level reading.²⁴ Shouldn’t we perhaps focus educational effort on that deficiency before we ask these children to “act on civic problems in their classrooms?”

(iv) PED has eliminated an Existing Standard to teach 8 YO Third Graders about the “public good:”

There is an Existing Standard that requires teachers to teach 8 YO Third Graders about the “public good;”

“3III-A Explain the basic structure and functions of local government. Explain and give examples of “public good.” Explain how NM helps to form a nation with other states.”

Slide 15. The Proposed New Standards *eliminate* this standard.

(v) PED has eliminated an Existing Standard to teach 8 YO Third Graders about “how the majority protects the minority.”

There is an Existing Standard that requires New Mexico teachers to teach 8 YO Third Grade students about concepts of majority/minority government:

“3III-C Describe how the majority protects the rights of the minority.”

Slide 15. The Proposed New Standards *eliminate* this standard.

(vi) PED has eliminated an Existing Standard explaining the US system of “free enterprise:”

There is an Existing Standard requiring teachers to teach 8 YO Third Graders to understand America’s “free enterprise” system:

“3IV-B Recognize that a market system exists whenever buyers and sellers exchange goods and services. Understand how businesses operate in the US in a free enterprise system, identify examples of economic systems.”

Slide 16. The Proposed New Standards *eliminate* this standard.

4G—6G. 4th THRU 6th GRADE - 9 to 11 YOs

Because of time and space limitations, I don't offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for Grades 4 thru 6. But I have studied both standards and offer these observations:

(i) The PED, for Grades 4 thru 6, continues to insist on teaching racial distinctions based on “Group Identities:”

This category of standards is for some reason muted for 9 YO 4th Graders. But they reappear with a vengeance for 10 YO Fifth Graders and for 11 YO Sixth Graders.

“5.30 Demonstrate knowledge of family history, culture, and past contributions of *people in main identity group*.”

“6.15 Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people *in their self-identified affinity groups*.”

“6.16 *Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.*”

“6.20 Identify how differences and similarities *between diverse groups* impacts perspectives.”

“6.22 Explain how the treatment of people (past and present) *shaped group identities and cultures.*”

Proposed New Standards, at pp. 42, 45-46 (emphasis added). Perhaps someone should ask PED to explain why it insists on the teaching 11 YO New Mexico Sixth Graders about “self-identified affinity groups” when its own data shows that nearly 70% of them cannot read at grade level.

(ii) The Proposed New Standards for Grades 4 thru 6 continue to demand teaching the array of “compelling questions” first begun in Kindergarten.

The PED’s fixation on “compelling questions,” begun in Kindergarten, continues apace for 9-11 YO children in Grades 4 thru 6. Each such grade has some variation of the following Grade 4 standard for 9 YOs:

“4.1 Explain how a compelling question represents key ideas in the field.

“4.2 Use supporting questions to help answer the compelling question in an inquiry.

“4.3 Cite evidence that supports a response to supporting or compelling questions.

“4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.”

Proposed New Standards, at p. 33. For nearly identical standards for 10 YO 5th Graders, *see* Proposed New Standards 5.1 – 5.5, *id.* at p. 38; for similar standards for 11 YO 6th Graders, *see* Proposed New Standards 6.1 – 6.3, *id.* at p. 44.

(iii) The Proposed New Standards for Grades 4 thru 6 continue to insist on “student activism:”

The PED’s insistence that the New Mexico public school children become “student activists,” first begun in Kindergarten, continues apace for 9-11 YO children in Grades 4 thru 6. Each such grade has some variation of the following Grade 4 standard for 9 YOs:

“4.5 Identify challenges and opportunities *when taking action to address problems*, including predicting possible results.

“4.6 Use deliberative and democratic procedures to *make decisions and act on civic problems in their classrooms*.

Proposed New Standards, at p. 33 (emphasis added). For nearly identical standards for 10 YO 5th Graders, *see* Proposed New Standards 5.6 – 5.7, *id.* at p. 38; for “Inquiry” standards for 11 YO 6th Graders, *see* Proposed New Standards 6.17, *id.* at p. 45.

(iv) PED has removed from teaching Existing Standards that are principled, and non-controversial.

Existing Standards require the teaching to 9 YO 4th Graders of simple, principled concepts of the free-enterprise system:

“K-4IV-B(1) Understand how the characteristics and benefits of the free-enterprise system in New Mexico compare to the other economic system in New Mexico (e.g. acequia system).

Existing Standards, fn. 19, supra., at p. 6. The Proposed New Standards *eliminate* this standard. Similar principled, non-controversial standards are eliminated from 5th and 6th Grade Existing Standards. *See*, 5th Grade Existing Standard 5IIC(2) (“Describe the contribution and roles of major individuals, including George Washington, James Madison and Ben Franklin” – eliminated); 6th Grade Existing Standard 6II-A(i) (“Identify the location of places using latitude and longitude” – eliminated).

(v) The PED’s Proposed New Standards insist of teaching some pretty strange topics in 4th thru 6th Grades.

In a Proposed New Standard, the PED requires teaching 9 YO 4th Graders to:

“4.26 Explain connections among historical contexts and people’s perspectives at the time.”

Proposed New Standards, at p. 36. Say again? A different Proposed New Standard demands teaching 11 YO 6th Graders to:

“6.7 Identify the inherent bias in maps.”

Proposed New Standard, at p. 44. Where is this nonsense coming from?

7G – 8G 7th and 8th GRADE – 12-13 YO

Because of time and space limitations, I do not offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for 7TH and 8TH Grades. But I have studied both standards and offer these observations:

(i) 7th Graders continue to be indoctrinated in CRT theory.

The PED, with its Proposed New Standards, intensifies its efforts to teach 12 YO children the tenants of racial “group identity:”

“7.11. Examine the relationship between stereotypes, bias, and *group identity*.”

“7.28 Evaluate how society’s responses to *different social identities* lead to access and/or barriers for various demographic in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.”

Proposed New Standards, at pp. 52, 54 (emphasis added). The PED standards focus on pessimism, not optimism:

“7.38 Describe the role of citizens in *ensuring the long-term survival of their community*, including cooperation, obligations, rights and responsibilities.”

Id. at p. 55 (emphasis added). The PED proposes extremely problematic classroom teaching for New Mexico’s 12 YO 7th Grade children, particularly New Mexico children of Spanish descent:

“7.59 Compare the patterns of exploration, *destruction and occupation of the Americas by Spaniards*.

“7.60 *Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.*”

Id. at p. 57 (emphasis added). Hopefully, at some point, the PED will explain to New Mexico parents what its object is in teaching these divisive concepts to their children and, more importantly, what the *result* of teaching these concepts will be. At the same time, PED might explain why it insists on teaching these concepts when its own data confirms that 75% of New Mexico’s 7th Grade male students cannot read at grade level.²⁵

Moreover, PED insists on teaching what it calls “unequal power relations:”

“7.82 Use primary and secondary sources to evaluate *the lasting impact of unequal power relations and disenfranchisement of persons and groups.*”

Id. at p. 60 (emphasis added). Is there *any data*, from *any source*, that presents credible evidence suggesting that in New Mexico there exists “*unequal power relations*” or “*disenfranchisement of persons or groups*?” Unless the PED can produce such evidence, these exceedingly divisive standards should be stricken from its proposed standards.

(ii) The PED continues to indoctrinate 8th Graders with CRT theory.

As New Mexico’s 12 YO 7th Graders graduate to the next grade, the PED continues apace with its attempted indoctrination of them with CRT principles:

“8.12 Examine how and why *diverse groups have been denied equality and opportunity both institutionally and informally.*

Proposed New Standards, at p. 64 (emphasis added). Emphasis remains on students’ racial “identity:”

“8.19 Describe the many facets of their *identity* (including family history and culture) and how they are connected to the collective history and other people in their *self-identified affinity groups.*”

Id. at p. 65 (emphasis added). Perhaps at some point the PED will explain what it means by its term “self-identified affinity groups,” a term it first introduced in its Proposed New Standards (6.15) for Sixth Grade?” What exactly does PED seek to “teach” New Mexico 13 YO with this “standard?” PED then introduces “gender” issues to its teaching standards:

“8.66 Describe immigrant and emigrant groups according to *gender composition* and develop a claim regarding *the impact of gender (dis)proportionality had on immigrant/emigrant community’s culture.*”

Id. at 71 (emphasis added). Really? Where is this standard coming from? Should we now be teaching alleged “gender discrimination” to New Mexico’s 13 YO 8th Grade children? When PED’s own data confirms that 69% of those children cannot read at grade level?²⁶ Finally, PED continues to require that we teach New Mexico children that . . . somehow, someway . . . maps are “biased:”

“8.5 Identify inherent bias in maps and analyze how they impact cultural memory.”

Id. at 64 (emphasis added). Ok. Who is the PED designee who will stand-up at a public meeting and explain this “bias in maps” and “cultural memory” teaching standard? Who will that person be?

9G – 12G HIGH SCHOOL – 9TH THRU 12TH GRADE -14-18 YO

Because of time and space limitations, I don’t offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for 9th thru 12th Grades. But I have studied both standards and offer these observations.

Initially, it is of note that PED’s Proposed New Standards do not offer grade-specific standards for individual Grades 9 thru 12, as do the Existing Standards. Rather, the Proposed New Standards aggregate standards applicable for Grades 9-12, without specifying which standards apply to which grades. That non-distinction might make a big difference. The maturity level of a 14 YO 9th Grader is materially different from an 18 YO 12th Grader. The PED’s Proposed New Standards don’t recognize that differential in maturity levels. At a minimum, shouldn’t PED be made

to break-out these proposed standards so as to identify which are grade/age appropriate for which grade/age? Or, alternatively, shouldn't PED at least admit that its goal is to indoctrinate all of New Mexico's high school students (Grade 9 -12) with each of these "standards" in each such grade?

For its proposed new high school teaching standards, PED drops all pretense and outright admits that it will teach New Mexico's high school students the core CRT concept of "privilege" vested in the white race and "systemic inequity" resulting for everyone else:

"9-12.ECI.16. Assess how social policies and economic forces *offer privilege or systemic inequity* in accessing social, political, and economic opportunity *for identity groups* in education, government, healthcare, industry, and law enforcement. "

Proposed New Standards, at p. 122 (emphasis added). Please read that sentence again. And then try to imagine how New Mexico's teachers are trained to teach this topic and what materials are distributed in the classroom. Try to imagine further how a classroom of multi-cultured students is supposed to react to such teaching. It's a bit frightening. But PED continues:

"9-12.ECI.18. Examine the impact of historical, cultural, economic, political, religious, and social factors which resulted *in unequal power relations among identity groups.*"

Id. Where is the factual data suggesting there exists in New Mexico or nationally "unequal power relations among identity groups?" What does "unequal power relations" even mean? What is the educational purpose of teaching New Mexico's high school students that there may be "unequal power relations among identity groups?" More importantly, what is the societal result of such teaching?

The radical standards PED proposes are particularly distressing when posed against the current dismal state of New Mexico student achievement in the core topics of reading, math and science. The PED's published data, with respect to the academic competency of New Mexico's public high school students, yields the following depressing statistics:

- Statewide, 60% of 16 YO 11th Graders cannot read at grade level²⁷;
- Statewide, 90% of 16 YO 11th Graders are not proficient at grade level math²⁸;
- Statewide, 75% of 16 YO 11th Graders are not proficient at grade level science²⁹;
- In the Santa Fe School District, 61% of 16 YO 11th Graders cannot read at grade level³⁰;

- In the Santa Fe School District, 91% of 16 YO 11th Graders are not proficient at grade level math³¹;
- In the Santa Fe School District, 78% of 16 YO 11th Graders are not proficient at grade level science³²;
- At Capital High School, in the Santa Fe School District, 68% of 16 YO 11th Graders cannot read at grade level³³;
- At Capital High School, 95% of 16 YO 11th Graders are not proficient at grade level math³⁴;
- At Capital High School, 88% of 16 YO 11th Graders are not proficient at grade level science³⁵;
- 97% of the male students in the 11th Grade at Capital High School, in the Santa Fe School District, are not grade level proficient in math.³⁶

Why is it -- given these heart-breaking statistics -- that PED has chosen to focus its energy on teaching CRT-embedded “social studies?” Shouldn’t our fundamental education goal be to improve New Mexico student performance in reading, math and science? Do PED’s Proposed New Standards advance that goal? No! New Mexico’s drop-out rate will probably *increase* with these teaching standards, with the only other result being that dropouts will be *more* despondent or *more* angry.

Tone deaf, PED persists in insisting on teaching that “systemic inequity” underlies the American system:

“9-12.ECI.21. *Investigate how identity groups and society address systemic inequity* through individual actions, individual champions, social movements, and local community, national, and global advocacy.”

Proposed New Standards, at p. 122 (emphasis added). At one time, many thought that “assimilation” was noble and aspirational in American society. No longer. Assimilation, under the PED’s new standards, is not only ignoble; it is destructive:

“9-12.ECI.19 Examine the role assimilation plays in the *loss of cultural, ethnic, racial, and religious identities and language.*”

Id. (emphasis added). The PED’s very last teaching standard asks 14 – 18 YO New Mexico High School students to:

“9-12.ECI.22. Evaluate the role of *racial social constructs* in the structures and functions of a 21st Century American society.”

Id. (emphasis added). If one googles the terms “racial social constructs,” one retrieves 20+ pages of articles, books and blogs speaking to the topic. The most understandable definition of the phrase is this:

“Social construction is a *theory of knowledge* that holds characteristics typically thought to be immutable and solely biological – such as race, gender and sexuality – are products of human definition and interpretation shaped by cultural and historical contexts . . . As such, social constructionism highlights the ways in which cultural categories – like “men,” women,” “black,” “white,” are *concepts* created, changed and reproduced through historical processes within institutions and culture.”³⁷

A second definition of the term is found in the Urban Dictionary: “Social Construct: A rhetorical technique used (often by a neurotic undergraduate with a Yoko Ono Tattoo) to deny the existence of an irrefutable fact.”³⁸

Needless to say the “social construct theory of knowledge” is an esoteric field of study, highly controversial, the validity of which is hotly debated in the halls of collegiate academia. Like “CRT” itself, “social construct theory” may have a place for discussion within collegiate academia. It has no place as a teaching “standard” in New Mexico’s high schools.

CONCLUSION

Under the PED’s Proposed New Standards, what starts as a rather innocuous Kindergarten standard of teaching 5 YO children to “identify some of their group identities” (K.22) evolves, by the time these New Mexico children reach high school, into full-fledged CRT indoctrination:

“9-12.ECI.16. Assess how social policies and economic forces *offer privilege or systemic inequity* in accessing social, political, and economic opportunity *for identity groups* in education, government, healthcare, industry, and law enforcement. “

(emphasis added). PED must answer the question of why this is happening now? Why – when all ages/grades of New Mexico students continue to underperform on basic subjects like reading, math and science – must New Mexico expend *any* of its precious educational resources on CRT indoctrination?

These Proposed New Standards should be abandoned or substantially modified. They are divisive. They will be detrimental to the preservation of New Mexico’s unique tri-cultural community.

Respectfully Submitted,

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ENDNOTES

¹ I am 72 years old and a life-long resident of New Mexico. All of my education
¹ I am 72 years old and a life-long resident of New Mexico. All of my education
– from kindergarten through graduation from law school – occurred in New Mexico. I obtained a BA degree in Education from UNM. Since I retired from the practice of law, I’ve been a volunteer in Santa Fe Public Schools (“SFPS”), tutoring middle-school students in English Language Arts (“ELA”). I’ve lived in Santa Fe for almost sixty years. I have an abiding interest in quality public education in New Mexico, believing it is the foundation for a productive and prosperous society. I have drafted and submit these comments on my own, without assistance or input from anyone.

² Proposed New Standards, at p. 9. The PED announces that one of its “Guiding Principles” in promulgating its new standards is:

“Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives.”

³ Education Post: “Explained-The Truth About Critical Race Theory and How It Shows Up in Your Child’s Classroom.” <https://educationpost.org/explained-the-truth-about-critical-race-theory-and-how-it-shows-up-in-your-childs-classroom/>; see also “Critical Race Theory: A Brief History,” July 27, 2021 <http://www.nytimes.com/article/what-is-critical-race-theory.html>; RealClear Political Affairs: “Critical Race Theory in K-12,” July 2020 https://www.realclearpublicaffairs.com/articles/2020/07/16/critical_race_theory_in_k-12_education_498969.html#!#:~:text=Public%20schools%20and%20other%20educational%20institutions%20throughout%20the,maintain%20their%20elite%20status%2C%20both%20economically%20and%20politically;Critical%20Race%20Theory,the%20New%20Intolerance,and%20Its%20Grip%20on%20America,The%20Heritage%20Foundation,Backgrounder,No.%203567,December%207,%202020.

⁴ Imprimis: “Critical Race Theory – What is it and How to Fight It.” March 20, 2021 <https://imprimis.hillsdale.edu/critical-race-theory-fight/>.

⁵ *Id.*

⁶ *Id.*

⁷ See, Las Cruces Sun Time, October 7, 2021: “New Mexico Wants Your Feedback on Changing Social Security Standards.” <https://www.lcsun-news.com/story/news/education/2021/10/07/new-mexico-updates-social-studies-education-standards-asks-feedback/6034864001/>

⁸ At the first (virtual) meeting of the 64 New Mexico educators, the PED distributed its pre-drafted “Guiding Principles” with the directive that educators “Understand the guiding principles.” See, NMPED, Social Studies Standards Review – Writing Team Meeting 1 (Virtual) 4/13/2021, 4pm to 6pm.

⁹ Proposed New Standards; PED Answer to Question 11. <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/social-studies-standards-faq/>.

¹⁰ “Social Justice Standards – The Teaching Tolerance Anti-Bias Framework” <https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf>

¹¹ “Teaching Hard History K-5 Framework – Learning for Justice” <https://www.learningforjustice.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-K-5-Framework.pdf>

¹² Social Education, NCSS: “Agency, Advocacy, Activism: Action for Social Studies,” Heafner, Jan/Feb 2020 <https://www.socialstudies.org/social-education/84/1/agency-advocacy-activism-action-social-studies#:~:text=As%20social%20studies%20teachers%2C%20we,become%20informed%20and%20engaged%20citizens.>

¹³ Proposed New Standards <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-tudies/social-studies-standards-faq/>. PED answer to Question 7:

“The standards have been in process of re-write since the spring of 2021, after a statewide call, on February 18, 2021, for participants was circulated. The call was placed in the weekly communication blast to Superintendents from PED. *Any educator* was eligible to apply (teacher, superintendent, etc). The committee ultimately included *64 members (educators)* to represent k-12 from 38 districts and charters.

“In addition, Focus Groups were held in June 2021 for the following stakeholder groups so that writing teams could incorporate feedback into the writing of the draft standards.

...
parents
students
...
Advisory Committee

There is no evidentiary indication that the public/parents have participated in the drafting of these Proposed New Standards.

14 *Id.*, PED Answers to Questions 3 and 4.

15 *Id.*, PED Answer to Question 5.

16 *Id.*, PED Answer to Question 8 (“Local school boards do not have a formal role in the development of any administrative rules, including academic standards.”).

17 The existing Standards for Social Studies can be found at PED-Social Studies-Social Studies Standards. <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

18 PED Achievement Data <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data>

19 Webfiles-2019-Proficiencies-All-by-State-by-District-by School-by Grade (1).xlsx

20 Common Core State Standards <http://www.corestandards.org/ELA-Literacy/RH/introduction/>

21 Proposed New Standards, at p. 8.

22 Existing Standards, *see* fn. 17, Kindergarten.

23 Proposed New Standards, at p. 8.

24 *See* fn. 19, *supra*.

25 *Id.*, Line 111, Column H.

26 *Id.*, Line 124, Column H.

27 Webfiles-2019-Proficiencies-All-by-State-by-District-by School-by Grade (1).xlsx (Line 169, Column H).

28 *Id.* (Line 169, Column J).

29 *Id.* (Line 169, Column L).

30 *Id.* (Line 9343, Column H)

31 *Id.* (Line 9343, Column J).

32 *Id.* (Line 9343, Column L).

33 *Id.* (Line 45128, Column H).

34 *Id.* (Line 45128, Column J).

35 *Id.* (Line 45128, Column L).

36 *Id.* (Line 45130, Column J).

37 "Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts," UMassLibraries.
<https://openbooks.library.umass.edu/introwgss/chapter/social-constructionism/>

38 Urban Dictionary. <https://www.urbandictionary.com/define.php?term=social%20construct>

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

KINDERGARTEN – 5 YO

EXISTING STANDARDS

- **KI-A Identify the customs, celebrations, and holidays of various cultures of New Mexico.**
- **KI-B Demonstrate an awareness of community leaders.**
- **KI-C Identify the local, state, and national symbols (e.g., flag bird, song).**
- **KI-D Understand the concept of past and present.**
- **KII-A Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.**
- **KII-A Define personal direction of front, back, left, and right.**
- **KII-B Identify natural characteristics of places (e.g. climate, topography).**
- **KII-C Identify family customs and traditions and explain their importance.**

PROPOSED NEW STANDARDS

- ***K1 Recognize a compelling question.***
- ***K2 Identify the relationship between compelling and supporting questions.***
- ***K3 Construct responses to compelling questions using examples.***
- ***K4 Take group or individual action to help address local, regional and/or global problems.***
- ***K5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.***
- **K6 Communicate the purpose of rules.**
- **K7 Explain how rules help us work together.**
- **K8 Identify the consequences of following and not following the rules.**
- **K9 Identify authority figures and describe their roles**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS KINDERGARTEN, 5YO contd.

EXISTING STANDARDS

- KII-C Describe the natural characteristics of places (e.g. landforms, bodies of water, natural resources, and weather).
- KII-D Describe the earth's physical characteristics.
- KII-E Identify classroom population.
- KII-F Identify natural resources.
- KIII-A Identify authority figures and describe their roles (e.g. parents, teachers, principal, superintendent, police, public officials).
- KIII-B Recognize the name symbols and activities of the United States, New Mexico, and tribes to include:
 - US symbols to include the flag, bald eagle, monuments
 - NM symbols to include flag, Smokey Bear, State Bird, chili
 - tribal symbols and activities to include Feast Days, pottery, art, storytelling

PROPOSED NEW STANDARDS

- K10 Identify the local, state, and national symbols (e.g. flag, bird, song).
- K11 Compare traditions found in communities over time.
- K12 Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders).
- *K13 Sequence important events in you life*
- *K14 Identify how individuals are similar and different*
- *K15 Distinguish between a need (basic needs like food, clothing, and shelter) and a want*
- *K16 Identify examples of goods and services*
- *K17 Explain what scarcity is and how scarcity affects the accessibility of goods and services*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS KINDERGARTEN, 5YO contd.

EXISTING STANDARDS

- ~~• KIII-B Recognize patriotic activities including the Pledge of Allegiance, the Star Spangled Banner, salute to the New Mexico flag, and the New Mexico state songs.~~
- ~~• KIII-C Describe and provide examples of fairness.~~
- ~~• KIII-D Describe what is meant by citizenship. Explain what is meant by “good citizenship,” to include:
 - taking turns and sharing
 - taking responsibility for your own actions . . .~~
- KIV-A Understand that basic human needs are met in many ways.
- KIV-B Understand the concept of product (something produced by human . . . process).
- ~~• KIV-B Understand the importance of jobs.~~
- KIV-C Describe trade (e.g. buying and selling, bartering, simple exchange).

PROPOSED NEW STANDARDS

- K18 Create maps of familiar areas, such as the class room, school and community.
- K19 Recognize and identify signs and symbols around their town and community and indicate location of places, people and things.
- K20 Identify the differences and similarities of a globe and a map . . . Explain their purposes.
- K21 Explain why and how people move from place to place within a community.
- K22 Communicate a positive view of themselves *and identify some of their group identities.*
- *K23 Describe ways in which they are similar and different from other people who share their identities, and people who do not.*
- *K24 Identify how their family does things both the same as and different from how other people do things.*
- K25 Describe their family history, culture, *and past to current contributions of people in their main identity groups.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

FIRST GRADE -- 6YO

EXISTING STANDARDS

- 1I-A Identify common attributes of people living in New Mexico today.
- 1I-B Identify the significance of US historical events and symbols (e.g. MLK Day, Memorial Day, Independence day, Labor Day, Veterans Day, U.S. Flag, bald eagle).
- 1I-B Identify and recognize major political and social figures in the US.
- 1I-C Identify and compare celebrations and events from the US, Mexico and Canada.
- 1I-D Demonstrate the use of timelines in order to show events in relation to one another.
- 1II-A Understand maps and globes and the four cardinal directions; Create, use and describe simply maps to identify locations within familiar places (e.g. classroom, school, community)
- 1II-B Identify and classify characteristics of places as human or natural.

PROPOSED NEW STANDARDS

- *1.1 Explain why a compelling question is important.*
- *1.2 Generate supporting questions related to compelling questions across the social studies disciplines.*
- *1.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.*
- *1.4 Construct responses to compelling questions using examples.*
- *1.5 Take group or individual action to help address local, regional, and/or global problems.*
- *1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their class rooms.*
- 1.7 Explain and provide examples of how people play important roles in society

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS FIRST GRADE -- 6YO, contd.

EXISTING STANDARDS

- 1II-B Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origin and relationships.
- 1II-C Identify examples of and uses for natural resources in the community, state and nation.
- 1II-C Describe the human characteristics of places such as housing types and professions.
- 1II-D Describe the Earth-Sun relationship and how it affects living conditions on Earth.
- 1II-E Identify characteristics of culture (e.g., language, customs, religion, shelter).
- 1II-F Describe the role of resources in daily life.
- 1II-F Describe the ways that humans depend upon, adapt to, and affect the physical environment.
- 1III-A Understand the purpose of rules and identify examples of rules and the consequences of breaking them.

PROPOSED NEW STANDARDS

- 1.8 Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together
- *1.9 Compare life in NM in the past to life in NM today.*
- *1.10 Compare fact and opinion in stories and narratives from the past.*
- 1.11 Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, and community events.
- *1.12 Examine and identify cultural differences within a community.*
- 1.13 Investigate significant events, people, and observations in history, and discuss their effects on local and national communities.
- *1.14 Examine choices that families make due to scarcity, and identify associated costs.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
FIRST GRADE -- 6YO, contd.

EXISTING STANDARDS

- **1III-A Describe different groups and rules that apply to them (e.g. families, classrooms, communities).**
- **1III-B Identify the President of the US and the Governor of NM.**
- **1III-B Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.**
- **1III-C Describe different ways to determine a decision (e.g. majority rule, consensus. Authoritarian [parent, teacher, principal]).**
- ~~**1III-D Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.**~~
- ~~**1III-D 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.**~~

PROPOSED NEW STANDARDS

- **1.15 Identify examples of a producer and a consumer.**
- **1.16 Examine how earning money through work is related to the purchase of goods and services.**
- **1.17 Examine decisions that people make about spending and saving money.**
- **1.18 Create geographic representations to identify the location of familiar places**
- **1.19 Identify the common symbols used on maps for man-made structures and physical features.**
- **1.20 Use a variety of maps to locate specific places and identify major landforms**
- **1.21 Explain how man-made structures are all examples of how people modify the physical environment . . .**

**COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
FIRST GRADE -- 6YO, contd.**

EXISTING STANDARDS

- **1IV-A Understand how resources are limited and varied in meeting human needs.**
- **1IV-A Define and differentiate between needs and wants.**
- **1IV-B Understand the concept of goods and services.**
- **1IV-B Understand the condition of not being able to have all the goods and services one wants.**
- ~~**1IV-B Understand the value of work.**~~
- **1IV-C Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).**

PROPOSED NEW STANDARDS

- ***1.22 Explain how people interact with their physical environment in ways that may have a positive or negative effect on natural resources.***
- ***1.23 Explain how groups of people believe different things and live in different and interesting ways.***
- ***1.24 Explain how student and individual identities are part of what makes each person unique and special.***

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

SECOND GRADE -- 7YO

EXISTING STANDARDS

- 2I-A Describe how historical people, groups, and events have influenced the local community.
- 2I-B Describe the cultural diversity of individuals and groups and their contributions to US history (e.g. George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, NAACP, tribal leaders, AIM).
- 2I-C Describe and compare similarities of the history of peoples in North America through literature (e.g. story-telling, fables, folktales, fairy tales).
- 2I-D Correctly sequence historic events.
- 2II-A Use a variety of maps to locate specific places and regions; identify major landforms, bodies of water
- 2II-B Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.

PROPOSED NEW STANDARDS

- *2.1 Explain why a compelling question is important.*
- *2.2 Generate supporting questions related to compelling questions across the social studies disciplines.*
- *2.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.*
- *2.4 Construct responses to compelling questions using examples, and relevant details.*
- *2.5 Take group or individual action to help address local, regional, and/or global problems.*
- *2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their class rooms.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd

EXISTING STANDARDS

- 2II-B Explain how people depend on the environment and its resources to satisfy their basic needs.
- 2II-C Identify ways in which people depend on natural and man-made environments
- 2II-D Describe the physical processes that affect the Earth's features (e.g. weather, erosion); identify characteristics of physical systems (e.g. water cycle).
- *2II-E Describe how characteristics of culture affect behaviors and lifestyles.*
- 2II-F Describe ways that people and groups can conserve and replenish natural resources.
- 2III-A Understand the purposes of government. 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).

PROPOSED NEW STANDARDS

- 2.7 Evaluate how American society has changed through laws and rules.
- 2.8 Understand the purposes and structures of government (Tribal, local, state, national government).
- 2.9 Assess how the contributions of diverse individuals have helped develop our national identity.
- 2.10 Examine and compare the American democratic principles to neighboring countries.
- 2.11 Examine and understand the qualities of good leadership.
- *2.12 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd.

EXISTING STANDARDS

- 2III-B Identify local governing officials and explain how their roles reflect their community.
- ~~2III-C Describe the concept of “public good” and identify local examples of systems that support the “public good.”~~
- ~~2III-D Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.~~
- 2III-D Explain the responsibilities of being a member of various groups (e.g. family, school, community).
- 2IV-A Identify economic decisions made by individuals and households and explain how resources are distributed.
- 2IV-B Understand the roles of producers and consumers in the production of goods and services. Explain the role of the worker in the local economy.

PROPOSED NEW STANDARDS

- *2.13 Compare diverse world communities in terms of members, customs and traditions to the local community.*
- 2.14 Demonstrate chronological think by distinguishing among years and decades using a timeline of local and national events.
- *2.15 Identify and compare the diverse North American cultural groups of the past and today.*
- *2.16 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.*
- 2.17 Examine how consumers react to changes in the price of goods and how this influences economic decision making and the use of money.

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd.

EXISTING STANDARDS

- **2IV-C Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.**

PROPOSED NEW STANDARDS

- ***2.18 Explore how communities share resources and services with other communities.***
- ***2.19 Investigate what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities.***
- **2.20 Identify different types of jobs performed in the community.**
- **2.21 Using maps, identify and locate the US, Canada and Mexico as the countries that make up North America.**
- **2.22 Identify and locate the bordering states to NM and under that NM is in the Southwest.**
- **2.23 Compare the human and physical characteristics of two regions in the US.**
- **2.24 Generate a definition for your region of the US by identifying unique features.**

**COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, CONTD.**

EXISTING STANDARDS

PROPOSED NEW STANDARDS

- *2.25 List at least three different waves of immigration to the Western hemisphere in chronologic order. (Movement)*
- **2.26 Describe ways in which individuals and groups use or save resources.**
- *2.27 Express a positive view of themselves without being mean or making other people feel bad.*
- *2.28 Describe ways in which we are similar and different from people who share identities, and people who do not.*
- *2.29 Demonstrate respect for the feelings of people who are similar and different from me.*

COMPARISON OF ESISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE – 8 YO

EXISTING STANDARDS

- 3I-A Describe how the lives and contributions of people of NM influenced local communities and regions.
- 3I-B Describe local events and their connections to state history.
- 3I-C Identify and compare components that create a community in the US and neighboring countries.
- 3I-D Interpret information from multiple resources and contexts to determine chronological relationships.
- 3II-A Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes.

PROPOSED NEW STANDARDS

- *3.1 Identify disciplinary ideas associated with a compelling question.*
- *3.2 Use supporting questions to help answer the compelling question in an inquiry.*
- *3.3 Determine the credibility of one source.*
- *3.4 Cite evidence that supports a response to supporting or compelling questions.*
- *3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.*
- *3.6 Identify challenges and opportunities when taking action to problems, including predictable possible results.*
- *3.7 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- 3II-B Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g. post-fire reforestation).
- 3II-B Explore examples of environmental and social changes in various regions.
- 3II-C Identify personal behaviors that can affect community planning. Identify ways in which people have modified their environments (e.g. building roads, etc). Describe the consequences of human modification of the natural environment (highways, etc.)
- 3II-D Identify the components of the Earth's bio systems and their make-up (e.g. air land, etc.)
- 3II-D Describe how physical processes shape features on the Earth's surface.

PROPOSED NEW STANDARDS

- 3.8 Explain how the democratic principles motivate people to migrate then and now.
- 3.9 Explain how to be a responsible and active citizen in a democracy.
- *3.10 Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.*
- *3.11 Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders.*
- *3.12 Analyze the movement of indigenous groups, including the removal and return of indigenous people throughout NM and the US.*
- 3.14. Explain how world events impact NM and the US , bit in the past and today.

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- **3II-E Describe how patterns of culture vary geographically. Describe how transportation and communication networks are used in daily life. Describe how cooperation and conflict affect neighborhoods and communities.**
- **3I-F Identify the characteristics of renewable and nonrenewable resources.**
- **3III-A Explain the basic structure and functions of local government. Explain and give examples of "public good." Explain how NM helps to form a nation with other states.**
- **3III-B Explain how symbols, songs, icon, and traditions combine to reflect various cultures over time.**
- ~~**3III-C Describe how the majority protects the rights of the minority.**~~
- **3III-C Explain how rules/laws are made and compare different processes used by various governments to determine rules/laws.**

PROPOSED NEW STANDARDS

- **3.15 Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.**
- **3.16 Investigate who receives the goods that are produced in various world communities.**
- **3.17 Explore the concepts of surplus and scarcity in relation to resources for various world communities.**
- **3.18 Explore the basic economic concepts of supply and demand.**
- **3.19 Explain how supply and demand influence prices and trade.**
- **3.20 Describe how technological developments in transportation and communication influence trade over time.**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- **3III-D Explain the significance of participation and cooperation in the classroom and the community. Understand the impact of individual and group decisions on communities in a democratic society. Explain the significance and process of voting.**
- **3IV-A Explain that people want more goods and services than is possible to produce. Define and categorize resources (human, financial, natural). Identify a variety of products that use similar resources.**
- **3IV-B Recognize that a market system exists whenever buyers and sellers exchange goods and services. ~~Understand how businesses operate in the US in a Free enterprise system.~~ Identify examples of economic systems.**
- **3IV-C Understand the purposes of spending and saving money. Identify currency, credit, debit and checks as the basic mediums of exchange in Western society.**

PROPOSED NEW STANDARDS

- **3.21 Identify currency, credit, debit, and checks as the basic means of exchange in Western society.**
- **3.22 Compare currency, debit, credit, and checks in the US to other world systems.**
- **3.23 Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement.**
- **3.24 Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.**
- **3.25 Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps. Photos, and other geographic representations.**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

PROPOSED NEW STANDARDS

- 3.26 Identify the components of the Earth's bio systems and their makeup (e.g., air, land, water, plants, and animals).
- *3.27 Express a positive view of personal identities without making someone else feel badly.*
- *3.28 Compare and contrast cultural identity with other people and groups.*
- *3.29 Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.*

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Rosie Martinez <mailagent@thesoftedge.com>

Mon 11/8/2021 1:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Rosie Martinez
P.O box 1776
Las Vegas , NM 87701

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

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Thank you for considering my comments.

Sincerely,

Rosie Martinez
P.O box 1776
Las Vegas , NM 87701

[EXTERNAL] Delete Critical Race Theory from Proposed Social Studies

Jaymie Duneman <mailagent@thesoftedge.com>

Mon 11/8/2021 1:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you not to adopt the recommended revisions submitted for Social Studies for New Mexico students

Moving toward a CRT agenda in Social Studies is culturally devastating to the children of New Mexico. They deserve an unbiased delivery of history, particularly at the early stages of education.

As a parent of 4 children in APS, an employee of APS and a native of NM, I urge you not to include CRT in our children's education.

Thank you for your time and consideration on this extremely life altering issue. Children are our future.

Sincerely,

Jaymie Duneman
919 Grecian NW
Albuquerque, NM 87107

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Ezekiel Ortega <mailagent@thesoftedge.com>

Mon 11/8/2021 1:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

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Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Ezekiel Ortega
96a ojitos frios rd
Las Vegas , NM 87701

[EXTERNAL] Proforma meeting on Social Studies Changes per PED

Richard Williams <rtw88220@yahoo.com>

Mon 11/8/2021 2:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon.

Is the now 5 hour zoom meeting supposed to give us all a chance to say that what is being proposed is wrong. How many of us parents have access to computers with a zoom opportunity to respond. How many minutes will be allowed if by some miracle they do get access? Too bad you will not let parents go in person so there could be an overflow audience against this Socialist Doctrine.

Basically this meeting is set up to appear to appease New Mexico parents, so they can give their opinions, when it is a fraud. The Governor and the Democrats want to force your CRT on us who love our country, love our New Mexico State, love our history and the leaders that formed it.

Don't even try to act like this is not Critical Race Theory. You will do the bidding of MLG to keep your jobs. It takes courage to stand up for what is right. Will you do it? This meeting is for show only, this is already a done deal.

Same thing having this meeting the day after November 11, Veterans Day, so you can spit in the veterans faces of our heroes with these horrible changes, so you can say our military fought and died for nothing. What is the rush to force this false teaching on our children? Shame on all of you in power to force this on us. Shame on the Governor who tries to demean anyone who disagrees with her Socialist/Communist doctrine.

We are against there changes if you bother to care to listen or to read that the great majority of us in New Mexico are against these radical changes.

Richard and Emilia Williams

[EXTERNAL] Proposed Social Standards

Barbara Atencio <nanatencio@gmail.com>

Mon 11/8/2021 2:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To EVERYONE who is working on the so-called new "Social Studies Standards" for New Mexico students:

I read in your opening statements on your web site that these new "Social Studies Standards" and I quote, "Is to ensure that ALL of our students see themselves reflected in the classroom, that our learning environments are culturally and linguistically responsive and that the rich backgrounds and perspectives of ALL New Mexicans come alive in the classroom." From what I read in these new standards you are hardly ensuring ALL students will be treated equally. This is just one example... 9-12.US.123. This will be a question teachers will be told to ask their students, "Assess the short and long term social and political impacts of conservatism in the United States on diverse groups of people." Why wasn't liberalism included in this question? Why are you trying to create divisiveness among our children? Why is it the school's job to pit one group of children against another? I had always held the understanding that teachers were to keep their personal and political beliefs to themselves and teach the basics. We never intended for school systems to usurp our parenting duties and rights in the manner that you are proposing in this curriculum which is so biased. With Covid affecting our students' quality of learning in an adverse manner, teachers should be spending more time on basic core subjects not social indoctrination. What happened to teaching our children to judge an individual on the content of their character and not on the color of their skin or their political or social leanings.

There may be a couple good things in these standards but unfortunately there are far too many other bad examples in the Proposed Social Standards as well. Teacher Wendy Leighton, one of the drafters of these new so called "Social Standards" was quoted in the Santa Fe New Mexican (Sunday Nov. 7, 2021) "We have developed a very thorough, up-to-date, historically accurate social studies standard which will provide a well-rounded education, where ALL stories and voices will be heard,"

Unfortunately the following proposed standards and others listed in the proposal will only consider certain opinions and ideologies from students, far from a "well-rounded education where ALL stories and voices will be heard.": "9-12.US.56". / "9-12.US.129". / "9-12.US.132". Are you now proposing that our already overworked

and overwhelmed teachers will now have the duty of indoctrinating our children and usurping any rights as parents to instill our own values at home? As a parent and grandparent I am deeply concerned about where these "proposed social standards" are going and about the future of our children and our society if these standards are implemented in our schools. We feel that this is the same federal government "intervention" that was attempted in the state of Virginia's public schools and was soundly rejected by the voters in their last gubernatorial election. Please do not go through with these changes. It will only bring hurt and harm. Surely you see how these changes are so biased. Please see that this is a bad idea that does not need to be a part of New Mexico schools. New Mexico is better than this. We need ideas that will encourage and inspire our students such as vocational and trade programs for the 80 percent of students who do not go on to higher education or drop out of school completely, so more students will be able to graduate from High School with job skills ready to join the workforce. We don't need to go backwards in the way we treat one another as these proposed "social studies" standards will only cause divisiveness. Why can't New Mexico be a leader in education policies with beneficial ideas and changes instead of following a bad precedent by this administration that will cause more division since segregation.

We would also ask that PED listen to all school districts, other parents and educators who are calling for an extension of public comment on these proposed Social Standard changes as the schools have not yet recovered from the shutdown caused by the pandemic. These proposed changes are not only bad but they are an unnecessary burden on our teachers at a time when New Mexico is ranked "dead last" in the United States for the quality of our education system according to the "WalletHub" study.

Very concerned parents,
James and Barbara Atencio

[EXTERNAL] I VOTE NO on C.R.T.

Will Steinberg <wsteinberg@protonmail.com>

Mon 11/8/2021 2:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a concerned New Mexico Citizen, **I DO NOT** Support Critical Race Theory.

Will Steinberg of Albuquerque, N.M.

On 11/7/2021 the Las Cruces Sun-News ran an [op-ed](#) from lieutenant governor, Howie Morales, who defended the Governor's Critical Race Theory (CRT)-filled [proposed social studies curriculum](#).

Morales claimed that a fear-driven "noisy minority with a deep stake in maintaining the status quo has seized upon those fears and blown the whole thing way out of proportion."

The Lieutenant Governor said the most "radical outcome" is for students to "respect and value others," although the means of this supposed outcome is through forcing children into a power struggle over their identity and to sew seeds of doubt in their minds about their supposed inherent racism or privilege. **This is Critical Race Theory, plain and simple.**

Morales continues to prove concerned parents' points by admitting that Critical Race Theory is seeping through in these standards and proposals. He admits that students are told to look at race and other external factors about others that "look like them."

[EXTERNAL] CRT

Barb Nicholes <spsussex@hotmail.com>

Mon 11/8/2021 2:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

These are my thoughts about CRT

Thanks Barbara Nicholes

Sent from [Mail](#) for Windows

To Whom it may concern;

These are my thoughts on CRT (critical race theory).

Critical race theory is Wrong.

When you are all only looking at everything by the color of your skin, That is a racist thing. (Very Racist).

The U.S. census Form is a very racist document.

Race or Ancestral Background is really no business of anyone but me.

You should only be interested in:

- | | |
|------------------------------------|-----------|
| 1-are you a U.S. citizen | yes or no |
| 2-do you have a Visa or Green card | yes or no |
| 3-are you illegally here | yes or no |

This is all that should matter to the citizens of the United States, not the color of the my skin or where my ancestors are from. My identity or Ancestral background or (anyone else's) Does Not need to be recorded by any government, society or any organization at all.

Ethnicity and race are interesting and fun to see when you are searching your genealogy.

When the census workers call and want me to identify myself by white, black, Hispanic, Asian, ect.;; (Because I list our family as Americans), I ask them what year they want me to identify where my ancestors come from. Because I can get ancestors from every country.

So in short I come from ALL races, ethnicities & all countries.

CRT is hateful, racist and just plain wrong.

We need to be a people of acceptance.

It doesn't matter what the color of your skin is or where your ancestors are from.

All that matters is, that you are a person. A citizen of the United States of America.

Thank you very much for your time

Barbara Nicholes

[EXTERNAL] Curriculum In NM Schools

Christy Jaqua <cjaqua1117@gmail.com>

Mon 11/8/2021 2:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a parent in the state of NM I am completely opposed to teaching Critical Race Theory! Why would you subject kids to divide and rhetoric that does more harm than good? People of all races and color should be able to have the freedom to learn and not be ashamed of the color of their skin. I still believe we are One Nation Under God. Critical Race Theory and Communism can be electives at a college level when students are old enough to make an informed decision to learn about it or not.

Christy Jaqua

[EXTERNAL] Comment on Social Studies standards

Susan Gibbs <su.susangibbs@gmail.com>

Mon 11/8/2021 3:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached please find my letter in strong support of adopting the proposed social studies standards. Thank you for your work in drafting and proposing these standards, and I hope they are adopted.

--

Susan Gibbs

su.susangibbs@gmail.com

Susan Gibbs
P. O. Box 5122
Santa Fe, NM 87502
November 8, 2021

John Sena
Policy Division, New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena;

I support the adoption of the proposed Social Studies standards for New Mexico. I taught 7th grade social studies at a public middle school in Santa Fe for 9 years before retiring in 2011, so I am very familiar with the previous social studies standards. I am writing to express my very strong support for the proposed standards. The proposed standards are excellent, and a strong step forward for social studies teaching in New Mexico. Please extend my congratulations to the teachers and others who drafted these standards, and thank them for this very comprehensive and detailed work.

When I taught, the standards were organized into Civics, Economics, Geography and History. Those topics are carried forward in the new standards but now include important updates, such as recognizing digital and multimedia sources, and emphasizing the evaluation of sources for their reliability, credibility, and relevance.

More importantly, I strongly support the inclusion of the two new standards, Ethnic, Cultural, and Identity Studies and Inquiry. The focus on these ideas will allow teachers and students to personalize their understanding of social studies and make it relevant to their lives. I quickly found the most engaging lessons for students were ones that they recognized as relevant to their own cultures, histories, and lives. Encouraging teachers to focus on Inquiry lessons gives students agency for their own learning and interests, and brings the teaching of social studies into the mainstream of modern educational practices, already included as a focus for teaching standards in other subjects.

If I would be excited to teach these standards, and to engage students in a year-long discussion of social studies in modern life. These standards do not require teachers to learn new content beyond an understanding of social studies - I would find it easy to implement them starting in the coming school year.

These standards encourage students to take responsibility for their own learning, and they emphasize critical thinking, including the evaluation of the credibility of data sources. They encourage students to learn about their own history and culture as well as to value and respect different cultures and perspectives.

Respectfully,

Susan Gibbs
su.susangibbs@gmail.com

[EXTERNAL] Proposed K-12 Social Studies Standards

Jana Theis <jmtheis33@gmail.com>

Mon 11/8/2021 3:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am greatly impressed with the newly drafted Social Studies Standards and support them fully.

As a librarian for 27 years, many of them working with teenagers, I can appreciate the significance of these standards. Learning about our nation, our state, our community and how we got to now is always so relevant to understanding ourselves, our world, and our future.

One thing that will be essential is teacher training. I hope that is a carefully thought out piece of the plan.

Thank you,
Jana Theis
Santa Fe

[EXTERNAL] New standards**Hailie Drake** <hailie.drake@icloud.com>

Mon 11/8/2021 3:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have read through the proposed standards as well as listened to teachers opinions. It is heartbreaking to say the least. How do you think my 6 year old black daughter will feel hearing the divisive lessons? Our oldest three children have white skin. So according to the proposed teaching they are oppressors and the world is set up for them. My baby will hear because her skin is black she is oppressed and society is systematically set up for her to fail. Not only is this a lie from the devil it will plant seeds of a victim mentality, hate and fear. It will cause division in family, in classrooms on teams and in our community. A victim mentality will set more students on a path of defeat and lead to increased problems and drop outs. It will hurt the black community not put us on a path to equality. Racism does exist. It is an awful reality that we have faced as a family. This is not a solution in fact I feel it takes away from the true accounts of racism that happen in real time. Instead of handling issues as they arise we are distracted by this rhetoric. We are so focused on what sounds "good" and "helpful" we are missing the dangers being instilled. If this was to create equality and critical thinking it would leave students feeling empowered, driven for success and motivated to innovate.

From the one sided views on gun control, sexuality and other topics the underlining theme of this curriculum is to push an agenda. I am strongly against it being accepted in our schools.

Hailie Drake

Sent from my iPhone

[EXTERNAL] Social Studies standards

Teri Hackler <terihackler@gmail.com>

Mon 11/8/2021 3:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I approve of the new standards.

They are carefully drafted and the update is very necessary.

Thank you,
Teri Hackler

[EXTERNAL] Comment on Proposed Social Studies Curriculum

Cecelia Romero Likes <cecelia.romerolikes@desertmontessori.com>

Mon 11/8/2021 3:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

My name is Cecelia Romero Likes and I am an Early Childhood Educator in Santa Fe, NM. I am 100% in favor of an ABAR, decolonized, and inclusive Social Studies curriculum. I believe this to be a non-partisan issue that would be favorable to the development of all children.

Sincerely,

--



Cecelia Romero Likes

Lead Toddler Teacher

Desert Montessori School

www.desertmontessori.com

[EXTERNAL] Comments and concerns about the NM social science proposed standards

S.J. Fiske <fiske_sj@yahoo.com>

Mon 11/8/2021 3:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: sjfiske@gmail.com <sjfiske@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Public Education Professionals,

I am commenting on the High School social science standards, as a former professor and faculty member at University of Maryland and also as a cultural anthropologist with extensive experience in diversity. I currently vote and reside in New Mexico.

I believe the majority of the proposed changes for social studies are in the correct direction. High school Civics, Geography, Economics and History both U.S., New Mexico, and global are all very important and should start with a discussion of "Inquiry" – helping students distinguish between sources of information and fact and falsehoods.

Where I am critical and concerned is with the last standard, "Ethnic, Cultural, and Identity Studies."

First of all, this is the last standard on the list -- and the most clearly related to social studies -- of all the units for which there are proposed standards. Because it is the last unit, it is the most likely to be condensed into the few remaining weeks, or not dealt with at all. I have designed many syllabi and curriculum, and I know that the last on the list gets shortchanged in terms of time in the classroom and consideration by the students.

Next, I am concerned that by so identifying it as "Ethnic, Cultural, and Identity Studies" the unit sticks out like a sore thumb and is going to be one of the first of the standards that is lopped off in the next administration, or in voter and parental feedback. Each school district is going to end up burying it, or championing it, depending on the parental and voting political winds. It will be the first to be cut in the budget and the first to look to when school administrators want to move funding around. By so identifying it, it becomes a target.

I believe that ethnic and racial studies and cultural understandings are at the core of learning and are extremely important. That is why I recommend that ethnic, cultural and identity be *integrated into each and every discussion* of the other standards, from Civics to Economics and History. Certainly there is much to discuss about income inequality and economic opportunity, and why this is distributed along racial and ethnic lines. Civics – from voter participation, to the ethnic and cultural makeup of our politicians is affected and always has been, by racial and ethnic considerations. The Voting Rights Act is a case in point.

By segregating ethnic, cultural, and identity studies from the other standards is to endanger it, not to ensure that it will survive.

Please consider integrating these standards into the other components of the Social Studies standards. I am happy to help re-draft the proposed standards along these lines.

Thank you in advance,

Dr. Shirley Fiske
Santa Fe resident
202 744-9350

Sent from [Mail](#) for Windows



This email has been checked for viruses by Avast antivirus software.
www.avast.com

[EXTERNAL] FULL SUPPORT of NM Social Studies Standards

Sarah McKinney <sarah.a.mckinney@gmail.com>

Mon 11/8/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to voice my full support for the new NM Social Studies standards as drafted. As a professional educator and parent, I was skeptical as I opened up the document to skim what I figured was a watered down version of what I wish our children were learning in schools. However, my skepticism was misplaced. These standards and the kind of serious thinking about social issues and identity promoted in them is what we need. Please do not those who want to drag us back to white-washed, revisionist history change these standards. It would be an injustice to our children and our future.

Thank you for your consideration.

Sarah McKinney, PhD
(505) 328-6457

[EXTERNAL] NM Social Studies

Jennifer Nevdahl <jennifer.nevdahl@cottonwoodclassical.org>

Mon 11/8/2021 4:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I would like to ask in the public comment portion of the adoption of the new standards that more time be given to read through the new document and that more time be given before implementation. It is a big ask to have this ready to go by next school year when we are barely keeping our heads above water as it is. Please consider giving us more time to fully read and understand the new standards and give us more time to plan and prepare to implement them.

Sincerely,

Jennifer Nevdahl

--

Jennifer Nevdahl, M.A.
Social Studies Department
World History Teacher
Cottonwood Classical Preparatory School
jennifer.nevdahl@cottonwoodclassical.org

[EXTERNAL] SS Rule Changes

Cody Skinner <cskinner@bulldogs.org>

Mon 11/8/2021 5:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Many of these proposed standards are not standards at all. They are teaching assignments. Many of the standards talk about describing and identifying with a group of people, not as Americans or New Mexicans, but as people who have been mistreated by others. These new standards expect students to examine the role of the oppressor vs. the oppressed and create action plans which are more equitable for diverse groups of people. Shouldn't the students learn what has already been done to make life equitable across the board for every New Mexican? Why should students learn about the consequences of gun violence in America without learning the contributions guns have made and still make each day in our Country? Many of these standards want students to learn about current events, not History. There are too many standards wanting students to identify with a group. This does nothing but show people how different we are and divide our nation even further apart. Students should learn more about how everyone's differences, when working together, has been what has made our country the greatest on Earth. Many of these standards are poorly written and appear to come from a Leftist point of view. Standard 9-12.US.56 says, "evaluate what an efficient, equitable, and just economic system would look like in the United States." So, it's saying that our economic system is inefficient, unequitable, and unjust? Many of these proposed standards are not Pro-United States or Pro-New Mexico. More time is needed for everyone to study these proposed standards and FIX them.

Cody Skinner

[EXTERNAL] Social studies "standards"

jeffrey-s-brown <jeffrey-s-brown@comcast.net>

Mon 11/8/2021 6:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sent from Samsung Galaxy smartphone.
Stay away from the public schools.

[EXTERNAL] proposed social studies curriculum

slaveymom <slaveymom@gmail.com>

Mon 11/8/2021 6:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please note my vehement opposition to this curriculum being taught in any NM schools.

Lainie Slavey

Farmington

Sent from my Verizon, Samsung Galaxy smartphone

[EXTERNAL] RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

ehausman@rockridge.biz <ehausman@rockridge.biz>

Mon 11/8/2021 8:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: cagonzales@sfps.k12.nm.us <cagonzales@sfps.k12.nm.us>; sbooses@sfps.k12.nm.us <sbooses@sfps.k12.nm.us>; rudygarcia@sfps.k12.nm.us <rudygarcia@sfps.k12.nm.us>; sasanderson@sfps.k12.nm.us <sasanderson@sfps.k12.nm.us>

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John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Elaine Hausman and I'm a constituent from Santa Fe County. I was on the founding parent board of Turquoise Trail Charter School,, and served as Substitute Principal in the first year of operation.

New Mexico is dead last in education, and the proposed social studies curriculum is designed to keep us there. This country was founded by those seeking religious freedom, willing to risk a long journey across a vast ocean in wooden ships propelled only by the wind.

Instead, our children will learn that African slave ships, motivated by greed created this nation.

The new curriculum does not mention our nation's Founding Fathers, i.e. George Washington or Thomas Jefferson. There is no mention of the Constitution or the Bill of Rights. We have no Presidency, no Congress, no Supreme Court. Our kids need honest CIVICS, not hatred and divisiveness.

In the proposed "standards", Diversity is the hallmark of every class level and sexuality a principal issue.

New Mexico already has a curriculum that reflects our values! It needs to be strengthened, not undermined. Loving kindness, competence, being a good citizen, striving for excellence, and helping others are the Values we need to teach our children!

I am asking you to reject these standards, as they promote and instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of Civics, not social action or diversity training. Many schools around the country are spending significant amounts

of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life in the world.

Here are the ten most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity.” This standard assumes that there are only 2 choices.
6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the effect of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LBGTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students.
6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
7. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
8. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein.
6.29.11.13(A)(3)(b)
9. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)
10. Within High School U.S. History, students must explore the movement against police brutality. How about teaching students to be good citizens, and that good citizens obey the law? 6.29.11.21(A)(3)(mm)
Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall socialist- bias that these standards are intended to impose on our children and grandchildren.

Teaching children hatred, victimhood and fear is downright evil! Why would you even want to do that?

I intend to attend a protest on these proposed standards in Santa Fe, Friday, November 12th from 9-12 am in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time, and please consider these heart-felt concerns for the children of New Mexico!

Sincerely,

Elaine Hausman
18 Rockridge Rd.
Cerrillos, NM 87010
505-660-0283

CC: School Board

Chairman, Santa Fe School Board
610 Alta Vista Street, Santa Fe, NM. 87505

[EXTERNAL] please reject the Soc St standards

Lorinjerry Armstrong <clanarmstrong92@yahoo.com>

Mon 11/8/2021 8:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please reject the proposed **6.29.11 NMAC, Social Studies standards. There is too much there for successful implementation Thank you**

**Gerald Armstrong
3001 Sunland Drive
Alamogordo nm 88610**

[EXTERNAL] Support for new social studies standards

Genevieve Richter <gennyrichter@gmail.com>

Mon 11/8/2021 8:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I give my support for the new social studies standards. They are shockingly great, thank you so much!

-Genevieve Richter, DPT

[EXTERNAL] Proposed Social Studies Curriculum Standards

Laurie Wenner <roswalien.lw@gmail.com>

Mon 11/8/2021 9:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear NMPED,

I am writing to voice my concerns about the proposed update of the Social Studies curriculum in New Mexico. From page 9 outlining the “Standards and Guiding Principles” whereby the entire curriculum is geared toward “Social Justice and Equity” and “ensuring divergence from Eurocentric cultural script”, I can see that thinly veiled Marxism and Critical Race Theory is the “guiding light” of this entire program. The directive of “study of “authentic stories about power and oppression” from Kindergarten through 12th grade is over emphasized. Having children determining their differences from others in their classes is repeated over and over for every grade level. Reading through the 128 pages of repetitive and convoluted directives is arduous and difficult. There were some hopeful phrases throughout the document such as “Use multiple sources” to support your point of view. In high school, students are introduced to evaluation of investments, insurance, budgeting and various day to day finances. Much of the standards are expected skills necessary to understand our world but buried within all the details are recurrent references to CRT related dogma.

For instance:

Pg 11 Anchor standards #21 the goal is to teach students “Community Equity Building” skills.

Pg 39 5:12 “Describe how inequity in the US laid the foundation for conflict that continues today.”

Pg 64 9-12 Econ 69 “Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.”

Pg 86 9-12 Econ 69&70 “Government should provide alternatives to private markets for supplying goods and services when it appears the benefits to society of doing so outweighs the cost to society.”

Pg 88 9-12 Econ 126 “Define environmental racism and its impact on New Mexico.

Pg 118 9-12 130 Hate crimes against the LGBTQIA+

Pg 118 9-12 132 Emphasis on Gun Violence rather than 2nd amendment rights

Pg 118 9-12 135 “Create an action plan for a more just and equitable America for diverse groups”

This program encourages division and victimhood among the diverse populations of New Mexico. I would rather see the emphasis on our unity as Americans with opportunity for economic and power advancement based on education, hard work and family structures that support one another. Having recently had a 2 term black President from a distressed background shows that equality of opportunity is far more prevalent than this PED social studies curriculum indicates. Not to mention that literally millions of people would not be clamoring to get into America if they saw us as a racist and oppressive country. The term “EQUITY” which is liberally sprinkled throughout the document is a Marxist and CRT term meaning that there should be equal outcomes no matter the choices one makes for their education, hard work, career path, marriage and lifestyle. “EQUALITY” of opportunity should be stressed and students taught how to build upon that. Dr. Martin Luther King showed us how to judge a

person NOT by the color of their skin but by the content of their character. Let us please take that to heart and implement that ideal throughout our social studies education curriculum.

Sincerely,

Laurie P Wenner

Roswell, NM

[EXTERNAL] Social Studies Revision

Jayne Nordstrom <jaynenord@aol.com>

Mon 11/8/2021 11:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

As a mother and grandmother, I am writing in support of the proposed social studies standards. The scope of work is impressive. The standards respect the intelligence of children and the six strands that run through grades K-12 provide a framework for critical thinking which is so important to future success of our young people. I commend the committee for their dedication to this important work. I urge the department to adopt these standards and to resist the calls to maintain the old Eurocentric approach that is failing to prepare our children to be effective citizens and problem solvers.

Respectively,

Jayne Nordstrom
1 Calle Vecinos
Santa Fe, NM
87507

Sent from my iPad

[EXTERNAL] Vote against proposed curriculum changes

Ashley White <a.white88043@gmail.com>

Tue 11/9/2021 5:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to give feedback in regards to the proposed history curriculum changes and "Critical Race Theory."

I am AGAINST the changes to the curriculum and feel that the proposed changes would only cause more divide in our students and communities. Students, parents and teachers already have so many hard changes they have had to deal with over the last 2 years, many families have already moved out of state due to unhappiness with our states public school systems over the last year. I feel that further changes would lead to definite withdrawal of children from NM public schools in large amount.

Thank you.

Ashley White

Cloudcroft, NM

[EXTERNAL] Proposed Repeal of 6.29.11 NMAC, Social Studies

Dave Jones <emildave@gmail.com>

Tue 11/9/2021 6:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a concerned parent and I disagree with any change to the NM standards for excellence - Social Studies.

Our children should not have Critical Race Theory taught to them.

Dave Jones

emildave@gmail.com

[EXTERNAL] Proposed social studies standards

Lynn Pickard <lynnpickard1@yahoo.com>

Tue 11/9/2021 6:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Although I am not a member of the League of Women Voters, I read their letter in The New Mexican, reviewed some of the standards and recent comments against them, and want to register that I stand with LWV in encouraging you to adopt the proposed standards. We need a citizenry who are critical thinkers and who have learned about diverse cultures and perspectives so that they can make their own educated choices. Please adopt the proposed standards.

Sincerely,

Lynn Pickard

Sent from my iPhone

[EXTERNAL] K-12 Studies Standards

Gary Hays <ghays@cliffsamusementpark.com>

Tue 11/9/2021 6:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Greetings

I am an older man who grew up under a different mind set for education. Our society has changed but things remains the same. Parents are directly responsible for and need to be involved in their children's education and the educational system presented by the state needs to focus on education, not philosophy. Reading, writing and arithmetic should still be the norm, not cultural and societal experiments.

I am not in favor of the proposed changes presented by the PED.

Sincerely,

Gary Hays

Bernalillo

Sent from [Mail](#) for Windows

[EXTERNAL] New standards

Sharon Shoemaker <shoemaker714@gmail.com>

Tue 11/9/2021 7:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I appreciate the department's efforts to make content more relevant and current. I hope the standards can stand in the face of the rampant paranoia on social media. I have a daughter who had significant vision problems which created challenges especially when she got to high school. She could listen to audio versions of assigned novels but those textbooks were too much info to take in. So I read her science and social studies textbooks to her, I mention this to say that 30 years after my schooling was completed, I learned a lot of new information about advances in science and ideas about other parts of the world. My sense is that the changes in knowledge and perspectives over the past 30 years is even greater.

Stay firm in your commitment to upgrade the curriculum.

Best,

Sharon Shoemaker

Santa fe.

[EXTERNAL] Social Studies Standards

Vivian Skadron <vskadron@gmail.com>

Tue 11/9/2021 8:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

After reading Howie Morales' editorial this morning, I am convinced we need to revise our social studies standards to reflect the world today. I am strongly in favor of emphasizing the study and discussion in class of ethnic and cultural diversity with emphasis on Native American and Black History.

Please do not let a vocal, but misinformed minority, make the headlines as they did when they screamed about new science standards a few years ago. It took scientists and educators to right the false narratives they tried to promote. We should do better this time.

Vivian Skadron

--

Vivian Skadron

[EXTERNAL] Proposed repeal and replace-integrated 6.29.11 NMAC 1

becky green <bgreen4ever@hotmail.com>

Tue 11/9/2021 8:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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PROPOSED REPEAL AND REPLACE - INTEGRATED
6.29.11 NMAC 1

Dear NM PED,

My concerns happen to sign with Los Cruces parent, Rick Reynaud attached below this statement. It is disheartening to see the depths of history being "replaced". As a parent of 3 racially diverse adopted children we know the value of history's truth even when shameful and ugly. It is only through teaching without embellishments or adding to/deleting history that we see the beauty of this American country where all men are created equal and can say, "we the people" proudly unashamed of who we are individually knowing we overcame our family history whatever it may be. Our children (whose ethnicities consist of American Indian, Black, Russian, Hispanic, White and Asian) were raised and taught it did not matter how you looked but what your character showed. They were raised to be American, proud Americans not divisive in "choosing" a race/identity. I am thankful they graduated from New Mexico schools years ago under the previous "standards". They are now full grown adults with ethnically diverse children of their own and it is these future children who, if these standards are changed, will miss out on the true "Just" system that makes up the USA. We live in the greatest country of the world and diminishing/canceling history does not change it. We simply cannot learn from it. When we are willing to learn from them, our past mistakes make us stronger but we can't learn if we don't know. Teach the ugly truth.

Please scrap these standards and revert back to the previous standards.

Sincerely,

Kevin and Becky Green

Citizens, Rio Rancho

"here are my comments. I have attached a marked-up copy to my email that I hope you can include in the record, but if not here is my Summary:

Begin remarks:

These standards contain history based on a negative view of our Nation. Here's an excerpt-example from the proposed U.S. Anchor History High School standards:

"Evaluating what an efficient, equitable, and just economic system would look like in the United States;" So we don't have a "just" economic system in the U.S.?

The U.S. is and has been the standard of excellence for true Justice in the world, economically and otherwise. The

U.S. Constitution, the greatest achievement of mankind, is derided by these historical revisions. This is the basis for

my voluminous objections to these revised standards.

My overall recommendation: Scrap this and revert back to the previous Standards. If the standards are to be re-written, then the divisive and utterly non-productive ethnic/identity standards must be dropped. Negative assessments of this nation proclaimed as "matters of fact" must not be tolerated.

V/R
Rick Reynaud"

Thanks!
Becky
Sent via the Samsung Galaxy S9, an AT&T 5G Evolution capable smartphone

[EXTERNAL] Fwd: Opposition to Revision of Social Studies Curriculum

Billie Waters <billiefwaters@gmail.com>

Tue 11/9/2021 8:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Subject: Opposition to Revision of Social Studies Curriculum

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] No to Critical Race Theory!!

Will Rooney <lordofradio74@gmail.com>

Tue 11/9/2021 8:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Pitting any race against another or giving one race an excuse to be victims before they start life is wrong! Empower them Yes! But Empower All equally!!

[EXTERNAL] New Proposed Curriculum

Valerie Rogers <willrogersnm@hotmail.com>

Tue 11/9/2021 8:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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HELL NO to this crt curriculum. Go back to teaching for a change, and not divisiveness, and racism. This crt is a "theory", that seeks to impose progressive world view. Such theory is ultimately to destroy our foundational system in this country; instilling ideas of white supremacy, evil capitalism and ultimately to DESTROY PRIVATE RIGHTS. I really question the moral and ethical grounding of anyone proposing such a sinister, disgusting idea to children. I can see why this state of NM is last in so many areas, including this pathetic "education" - it is run by total despots, morons wallowing in a "progressive" cesspool, and un-American values. Horrible, and I want it stopped.

Valerie Rogers, Grants

Sent from my Verizon, Samsung Galaxy smartphone
Get [Outlook for Android](#)

[EXTERNAL] New social studies standards

Julie Denning <juliedenning@comcast.net>

Tue 11/9/2021 8:32 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I completely support adopting the new standards. I have a strong background in history and social studies, a master's degree in library science, and a long career as a librarian. I know the value of facts. These new standards are attempting to provide more accurate and inclusive information. Let's do everything we can to enhance education in New Mexico!

Julie Denning
8417 Cherry Hills Rd NE
Albuquerque, NM 87111

Sent from my i-pad

[EXTERNAL] Public opinion on CRT

John Gentry <johnrgentry@yahoo.com>

Tue 11/9/2021 8:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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NO to any CRT in New Mexico school system.

John R Gentry

[EXTERNAL] Social studies curriculum

merrie611 <merrie611@protonmail.com>

Tue 11/9/2021 8:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The schools especially in NM need to focus on reading and math. We are at the bottom in these areas. CRT is not America's actual history but rather a worldview unsupported by evidence. Parents should be responsible for training on this subject not the schools.

Sent with [ProtonMail](#) Secure Email.

[EXTERNAL] Update of New Mexico Social Studies Standards

Susan McKinney <smck0350@hotmail.com>

Tue 11/9/2021 8:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I fully support updating the NM social studies standards with the proposed standards as is. Don't let this step toward truth and justice be hijacked by fear and baloney.

The piece by Howie Morales in the Albuquerque Journal today put the issue intelligently and objectively. "The new social studies standards are good. Really good. They'll make sure our children are respected and valued for who they are, and learn to respect and value others."

[EXTERNAL] Social studies curriculum

Britney Decker <britneydeck@gmail.com>

Tue 11/9/2021 8:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am voicing my concerns about the new proposed social studies curriculum. I am very much opposed to it. I have read the majority of the 122 pages and am disgusted with this proposed curriculum. I found many opportunities to teach my very bi-racial family that some of their relatives do not have their beat interest at heart. There is no need to teach children to hate and find fault with each other. Please do not encourage more hate. Let's embrace the positive and teach that all races have made mistakes and do make mistakes, but together we can continue to progress and be better tomorrow. Once again I am opposed to the new curriculum prosed.

Britney Decker
Farmington, NM

[EXTERNAL] Social Studies Standards

Kathryn Sherlock <kcsherlock43@yahoo.com>

Tue 11/9/2021 9:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in support of the proposed New Mexico Social Studies Standards (6.29.11 NMAC.Social Studies)

Why?

First, I am impressed by the thoughtful vision of the authors. Instead of focusing only on the memorization of names and events that are important in NM history, they have developed a thorough framework of *action-based* performance standards.

There are 6 “Categories” of Standards for each grade level: K-8 and 2 courses in High School. (Civics, Economics, Geography, History, Ethnic Cultural and Identity, and Inquiry). These areas for exploration are carefully aligned with each other.

Although the performance standards utilize much information about the history of New Mexico and related places, people and events, the overall aim is to develop and encourage students’ “agency” – i.e., ability and self-confidence to develop “critical consciousness.” These standards consistently aim to develop students’ mastery of communication skills and to promote student thought and action - participation, reflection and evaluation - as they are applied to Social Studies problems.

As a former school librarian, I am especially glad to see the inclusion of the last Category – “Inquiry.” These performance standards focus on the development of students’ “information literacy” and “media literacy” skills - which align with the teaching goals of school library media programs.

Kathryn (“Kitty”) Sherlock, Ph.D.

[EXTERNAL] A great step forward!

Cynthia Gefvert <cynthgg@icloud.com>

Tue 11/9/2021 9:32 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To who it may concern:

I read the new social studies changes and I am in agreement with these. In the public elementary school I went to (back in the 60's), we learned the very basic facts of the different religions of the students in class. We had Christmas and Hanukkah activities. We knew about Ramadan although there were no Muslim students. It was before Kwanzaa or I'm sure that would have been taught. My point is, we all developed an understanding of others and no one felt their religion was less. I believe it helped me to appreciate the differences in my fellow students.

I like the plan to promote civic engagement! We are in a country where large numbers of citizens decline to participate in elections. Look around and you will see that for many, throwing trash out the car window is considered acceptable. People walk their dogs and don't pick up after them. Teaching some personal responsibility and accountability is a good thing!

It's long past time to teach the whole truth about our founding fathers, the Civil War, our treatment of Native Americans, our treatment of blacks, Jim Crow laws, Japanese internment camps, Vietnam and so on. Students need to learn that while the founding fathers did some great things, they also owned slaves and their personal lives were not always so pure. Students need to learn about the many massacres of Native Americans and how the country worked to eliminate their cultures. Students need to learn about Tulsa. By learning about the bad things as well as the accomplishments, students can learn perspective and how to better look at the difficult questions facing our country today.

Learning the truth will not make students feel guilty about last actions they had no part in. But hopefully it will help them to understand how we can, as a country, do better.

Kudos to the new standards!

Cynthia Gefvert

Sent from my iPad

[EXTERNAL] Proposed Social Studies Curriculum

Gale Wright <galewright318@gmail.com>

Tue 11/9/2021 9:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am very much in favor of the new social studies curriculum being considered by the NM Public Education Department. I think it is very important to teach our children an accurate version of history and to include stories of all the different cultural perspectives in our country. I think it is important for children to know the truth and therefore be able to understand the current problems in our society. Only then can they help guide our society to good solutions in the future.

Patricia Gale Wright
Santa Fe, NM 87508

[EXTERNAL] Proposed standards

Janet Eduardo <JanetEduardo2@outlook.com>

Tue 11/9/2021 9:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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**It is past time that TRUE history and Social Studies be taught in our schools.
The proposed changes are a step in the right direction.**

Janet Eduardo
Santa Fe

[EXTERNAL] Literacy-humanities/social-studies/ proposed curriculum

Judith Kitzes <judy@seriouslight.com>

Tue 11/9/2021 9:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I strongly support the inclusion of increasing diverse perspectives and histories of the peoples of New Mexico in the social studies curriculum. We need to move beyond the tri-cultural only perspective and acknowledge the histories of other ethnic groups that have lived the New Mexico experience. By hearing more voices we can honestly critique the strengths and weaknesses of historical social engagement of communities. Diversity, struggle and change is constant.

The intertwining of the several themes enriches the curriculum.

Thank you

Judith Kitzes, MD, MPH

[EXTERNAL] Comment on Proposed NMPED Curriculum

Daniel Feldbusch <dan_feldbusch@yahoo.com>

Tue 11/9/2021 10:24 AM

To: Feedback, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I'm currently a parent of (2) APS students. I'm writing to inform you that my wife and I are against the new proposed curriculum. A number of issues these days are being politicized. Politics should never be brought into our child's classrooms. This new curriculum has completely politicized the history of our great country. It is designed to make students think in only one way and only see the history in one way. Students should be taught to be critical thinkers. They should be taught the facts about what happened in history without a bias. This curriculum is completely bias. It is focused more on the evils that have taken place in the past than the good things our country has done. It teaches that our country is racist and evil. It teaches students to hate our great country. There is no mention of Martin Luther King Jr. at all in this curriculum! "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." However, this curriculum is focused on skin color and separates people into groups based on their skin color. There is plenty mention of race and how our country needs to change because it's apparently evil and racist, but no mention of Martin Luther King Jr. This is horrible. This curriculum was supposedly put together by 60 teachers. I don't see how 60 teachers could all get together and agree that our county is racist and treats everyone except white people that they're looked down on and treated differently. I would love to have a discussion with theses 60 teachers or whoever came up with this garbage and remind them that this is the greatest country on our planet and there's a reason for that. It sure isn't because everyone is focused on race. It's actually the greatest country because we aren't focused on race! We are more focused on knowledge and innovation. We are determined and willing to be the best in the world at everything we do. The more we talk about how our country is racist, which it isn't, the more time that is lost learning about real problems and how to solve them. We have many serious problems that need to be solved instead of wasting time on teaching our kids to look at color of peoples skin before anything else. Our country is not racist, but the brainwashing in this curriculum will force the future generations to look at nothing but race. This curriculum will actually make the country racist. It seems to be based off of the 1619 project which has been proven to be historically inaccurate to say the least. In this curriculum the teaching of the American Revolutionary War is focused on race and groups of people instead of what the war was about. The war was for our freedom from a tyrannical king. It was to form our own country where everyone is created equal! One Nation under God indivisible, with liberty and justice for ALL!!! We are all equal under the Constitution of the United States of America and that is what should be taught to the future generations.

If this curriculum passes, my kids will not be attending public school or any school that teaches the nonsense that is this proposed curriculum. I know the schools get funding by the number of students they have. If this curriculum passes there will be many other parents pulling there kids from these schools. I will inform every parent I know about the curriculum and urge them to pull their kids form any school teaching this curriculum.

Thank you,

Concerned Parent

[EXTERNAL] Proposed Social Studies Standards for NM

harrisb609@aol.com <harrisb609@aol.com>

Tue 11/9/2021 10:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

rule.feedback@state.nm.us

Dear Mr. Sena,

I am writing in support of the proposed Social Studies Standards. I am a retired New Mexico elementary teacher with more than 35 years working with both elementary students, mostly primary grades, and elementary school teachers.

I looked carefully at all 40 pages of the standards and was very happy to see emphases on New Mexico history, geography and map drawing, and honesty in both New Mexican and American history. I was especially pleased by the strong emphasis on learning honestly how people of color, Indigenous people, and marginalized people have been treated and whose voices have most often been excluded or given little attention in our traditional social studies classes. The standards as proposed also ask students to learn and understand how the promise of our Constitution has never been fully realized and to think about what has happened as a result of this unequal treatment of people in our state and our country. Then they are asked to consider for themselves what could be done about it to make our society more just. I read recently in a post from a local foundation that teaching students like this is wrong and will lead students to hate each other and America.

I disagree. I strongly believe that a society that does NOT strive to improve, to make itself more just, is a society that will not survive. A society where the members believe in 'every man for himself' is not one that can stand. If we consider democracy important, we must have an educated citizenry who actually cares about each other. In today's America we see tremendous selfishness and anger. I am convinced that January 6th occurred because of how social studies has been neglected and/or taught in ways that ignore the realities of all persons now and throughout our history.

The fact that we have darkness in our past doesn't make us a bad country. A few years ago I visited Germany and other countries in Eastern Europe. In each country were monuments to people who had been treated in horrible and unjust ways. They did not try to hide or minimize the ugly truths. Each country wants to make sure everyone knows about these things so that they never happen again. Surely we are a strong enough country to face the ugliness and detrimental effects of our history. We should be called upon to do something about them. We have much in our history and today to be proud of and it is clearly in these standards. But being proud of something we don't even understand or know is hardly a great thing.

Someone said to me that if we'd all been taught according to these standards we wouldn't be in the trouble we're in now. I firmly agree and I'm grateful to all the stakeholders who worked so

hard and with such strong hearts to create these standards for the benefit of all New Mexico students.

Sincerely,
Cindy Chapman
2301 Calle del Estavan NW
Albuquerque, New Mexico 87104

[EXTERNAL] 11/12/21 NMPED 6.29.1.9

Dale Harrier <hharrier21@gmail.com>

Tue 11/9/2021 10:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Will LGBTQ+ curriculum be limited to Middle/High School - or will be taught also to Elementary Students. If so Parents need to have opt out provision to avoid their childs possible confusion wiith gender and transgender identity.

H. Dale Harrier MD

505-927-7347

[EXTERNAL] response to criticism of draft NM Social Studies Standards

John R Thayer <ranchoelaxonm@gmail.com>

Tue 11/9/2021 10:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing this letter in response to Mr. Splendoria's radical propagandistic comments regarding the NM PED's draft standards for Social Studies. (Optic, 11/3/21) As a retired K-12 educator, Early Childhood Specialist and History instructor I take great issue with his criticism.

Why study history? The opening sentence of the US Constitution reflects the intent of the founders. Public education has as its mission to educate and inform our citizenry in order to advance the ideals of democracy as expressed in the Preamble. Students must have a knowledge of history in order to fulfill the promise and intent stated therein. Criticism and evaluation of past mistakes and a willingness to address them is patriotism at its highest level. The unquestioning acceptance of historical myths that have oppressed significant segments of our society have created the conditions in which students find themselves today. Children (including kindergarteners) are much more aware of and concerned by conflict than most adults give them credit for. They often feel powerless, particularly when the adults around them struggle to make meaning of events. They have an innate sense of fairness and justice and they are capable of understanding how individual and group actions can lead to empowerment and positive change. It is inappropriate to hold students accountable for the "sins of their fathers", however students live in the reality that their ancestor's actions have created. They are often outraged when they find out that much of the story presented as history consists of lies or has been left incomplete or untold. Mr Splendoria's criticisms pertain primarily to the teaching of US History. He imputes the "intent" underlying the standards: criticism of "conservatives", disrespect for authority (police), and support for an increasingly dictatorial government. Mr Splendoria wonders that communism and fascism are not analyzed. He conveniently ignores the sections outlining the Economics and Civics course standards, which actually do analyze and critique other economic and governmental systems. It is unfortunate that he fails to recognize the value of examination and questioning embedded in the performance standards. Mr Splendoria criticizes the standard that examines the role of guns in our society. Clearly he has never had to confront students' growing reality of gun violence in their lives. Mr Splendoria's criticisms appear to focus mainly on the PED's expectations that teachers will actively encourage students to examine the historical, social and economic assumptions and conditions that exist in our society. He cites examples of what he calls "extremism" on the part of the proposed standards, and begins by praising the striking of "teaching of social activism" to kindergarten and elementary students. Mr. Splendoria criticizes the standards that call for students to evaluate our economic and governmental system's efficiency, equity and justice. He equates those ideas with code words for systemic racism and white privilege, and he assigns to PED and educators the intent to guilt trip, marginalize and demonize people of European ancestry. Such an equation is little more than right wing propaganda. In history, it is the stories that matter. To only learn the stories promulgated in the interests of the status quo eliminates our ability to understand and move forward in addressing our society's many pressing problems. It does nothing to advance the inclusionary "us" in U.S. and as outlined in the Constitution's Preamble and in the Declaration of Independence. High quality social studies and history education give students the opportunity and ability to analyze the conditions and question the assumptions they find operative in their world. It empowers students as good citizens to strive to advance the stated intent of our economic and governmental system. Mr Splendoria's comments are clearly driven by the intent to limit discourse and debate and to spread right-wing propaganda through his use of dog-whistle terms and reactionary statements that impute evil intent on the part of educators and the PED. He quotes Lenin on the power of education but conveniently ignores the role of history education and educators since Socrates in resisting tyranny and the unquestioning acceptance of the status quo.

Sincerely,
John R Thayer
POB 124
Buena Vista, NM
87712

[EXTERNAL] Social Studies standards

lthrtrc@gmail.com <lthrtrc@gmail.com>

Tue 11/9/2021 11:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I just read through the standards. I was totally impressed! The folks who put these together went to great pains to make the objectives for every grade level not only age appropriate but couched in such a way as to sort of back off and look at events from an historical, objective point of view, starting from first grade looking at differences as quite normal and without judging. They look at movements of peoples around the world as populations grew and ran into each other and what happened when they merged or didn't. It has kids look at their family backgrounds and how much or little that affects their lives today. I could go on and on – it really is a quite brilliant way to approach the study of societies and how they work with or contrary to each other, mixing economics with religions, climate, governments, etc. from personal to planetary. It made me jealous of what kids are learning today compared to what we learned and had to unlearn later on. I would encourage everyone to go through them – it's long but you can go through them pretty quickly and see the progression and see how carefully they avoid judgements. As a former teacher I could see myself learning with the kids through this process; I was actually excited about it. Check it out. Dennis

Everything will be OK in the end; if it's not OK, then it's not the end.

[EXTERNAL] Don't Change, Do Better

Matt Jones <matthew.l.jones1975@gmail.com>

Tue 11/9/2021 12:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Public Education Department,

A new survey shows that New Mexico is ranked 49th in education among all of the states.

It is my understanding that the public education department wants to change not only how it teaches Social Studies and History in our classrooms, but what it teaches. The only reason we've been given as to why the public education department wants to make such a drastic change in these areas, "the curriculum is outdated."

I do not believe that the curriculum that we are attempting to teach the students in New Mexico is outdated. It is simply not being taught. I, as many of you, went through the public education system here in New Mexico.

I graduated high school in 1993, and sadly to say, nothing has changed in 28 years. In fact, I believe the highest rank that New Mexico has achieved in those 28 years is 47th.

Here are my questions for you,

- How is this curriculum actually better than the previous curriculum?
- How will you guarantee that this curriculum actually helps students learn any better than the previous curriculum?
- Why not simply take the current curriculum and make sure that you are teaching it well?

In short, I am asking you to reject this new volatile curriculum. Help improve the lives of all of the children in the classroom. Teach them how to read, write and perform simple math before throwing yet another new social based standard at them.

[EXTERNAL] Public Comment on Proposed Rulemaking, NMAC 6.29.11

John Dyrz <john@nmaft.org>

Tue 11/9/2021 12:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Whitney Holland <whitney@nmaft.org>

 1 attachments (268 KB)

11.9.21 PED Social Studies Standards Letter.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NM PED Policy Division:

Please find the attached public comment on behalf of the American Federation of Teachers New Mexico in support of the proposed Social Studies standards changes being considered by the NM PED.

Thank you for your work in this area, please let us know if you require any additional information related to our public comment.

Best,
John Dyrz
AFT NM

--

John Dyrz || State Affiliate Political Organizer, AFT New Mexico
505-554-8679 || 530 Jefferson Street NE, Albuquerque, New Mexico 87108

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of Teachers, AFL-CIO

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Teachers

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nm.aft.org

November 9, 2021

Policy Division
New Mexico Public Education Department, Room 101
300 Don Gaspar Avenue,
Santa Fe, New Mexico 87501

Re: "6.29.11 NMAC, Social Studies"

NM PED Policy Division:

Please accept the below comments on the proposed new administrative "Rule 6.29.11 NMAC, Social Studies":

AFT New Mexico is submitting this letter in support of the proposed revisions to the New Mexico Social Studies standards.

Development of Proposed Standards

As educators, we appreciate the State devising a process where these proposed rules were considered, debated, vetted, and agreed upon by actual public educators who saw a need for a long-overdue revision to New Mexico's Social Studies standards. To be clear, revisions to our academic content should not be a hasty process, and to us, the NM PED got this aspect of the rulemaking right.

Our social studies standards have not been updated in some twenty years, and we agree with the NM PED that modernizing our standards is critical at this juncture. New Mexico's unique educational position in relation to the historic *Yazzie/Martinez* decision makes the need for these long overdue changes not only necessary, but critical for the well-being of our students' educational journeys.

Transparency of Proposed Rulemaking

Additionally, we appreciate the expanded access given to the public during this process to not only give their opinion, but the commitment from the NM PED to take feedback received from public comment to members of the committee who drafted these proposed rules.

This, to us, shows a deep commitment to our State and making sure all voices are heard throughout this process. This commitment to transparency has also been demonstrated through the NM PED's efforts to expand access to the public-facing component of rulemaking, namely expanding the time for public comment on this proposed rule.

Additional Content Areas

The addition of "ethnic, cultural, and identity studies" and "inquiry" are necessary inclusions for a few reasons. Primarily, adding focus areas around ethnicity, culture, and identity serves the purpose of widening our lenses when studying our shared history. New Mexico is a multi-cultural state, but for too long, our historical lens has skewed towards viewpoints representing only a fraction of those who call our great state home.



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We must do better, and having honest, and sometimes passionate conversations with students will best equip them to learn, understand, and interpret historical events in a more holistic way. We view this additional content as a celebration of our students and these revised standards will help them see how their own histories have shaped our current societal climate.

Teaching skills around inquiry is also important for our students. In a society where historical facts are questioned regularly, helping students to think critically and hear viewpoints which are perhaps different than their own can help future-adults to be appreciative of the rich history of our State and how it has shaped the reality they will enter upon leaving our classrooms.

We believe strongly a well-informed and engaged society is a barometer of a healthy democracy. Equipping our students to be able to evaluate information presented to them – whether it is by an educator or anyone else – is important.

We recognize the current proposed rule does not require uniformity in thought, and as educators, we share this value. We simply want to best prepare our students to be able to navigate a society with complex historical issues and how those issues are expressed in a modern context.

Volume of Content

One area of feedback we have received from educators is the concern that with additional, modernized standards, the due diligence that can be reasonably given to an already lengthy set of standards could be constrained due to lack of time in an academic year.

We would request that as you evaluate public feedback around this proposed rule, that the sheer volume of material expected to be covered is considered. Educators desire to fully teach the content area, however, with additional standards, this desire could be unrealized.

We look forward to seeing the finalized standards soon, and our union of professionals appreciate the thoughtful and inclusive approach to these proposed revisions.

Ultimately, our profession and our union will always advocate for curriculum which reflects the varied histories of our students and communities – both shared histories and moments where historical events can be uncomfortable to discuss. Public schools must strive to be honest and trusted sources of information at all levels of education, and we believe these proposed social studies standards are an exercise in that deeply held belief. We owe no less to our students and their families.

Sincerely,

Whitney Holland
President, AFT New Mexico

Santa Fe, New Mexico 87501
(505) 986-4792

FW: House Republican Caucus Comments on New, Proposed K-12 Social Studies Standards

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Tue 11/9/2021 12:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (735 KB)

Final Version of House Republican Caucus Letter Regarding Proposed K-12 Social Studies Standards.pdf;

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Tuesday, November 09, 2021 12:22 PM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: House Republican Caucus Comments on New, Proposed K-12 Social Studies Standards

FYI

From: May, Rick <Rick.May@nmlegis.gov>

Sent: Tuesday, November 09, 2021 12:12 PM

To: Sena, John, PED <John.Sena@state.nm.us>

Cc: Hedin, Ryan <ryan.hedin@nmlegis.gov>; Matthew Garcia-Sierra <mattgarciasierra@gmail.com>; Alonzo Baldonado <ZOBaldonado@gmail.com>; Bill Rehm <billrehm@comcast.net>; Ezzell, Candy S. <csecows@aol.com>; Cathrynn Brown <Rep.Brown@windstream.net>; Gail Armstrong <Gail@gailfornewmexico.com>; Nibert, Greg <greg.nibert@nmlegis.gov>; Jack Chatfield <JackCHD67@gmail.com>; Strickler, James <jamesstrickler@msn.com>; Jason Harper <JasonHarperNM@gmail.com>; Jim Townsend <Townsend@pvt.net>; Joshua Hernandez <joshua@hernandeznm.com>; Powdrell-Culbert, Jane E. <jpandp@comcast.net>; Kelly Fajardo <Kelly.Fajardo@gmail.com>; Larry Scott <LrScott52@gmail.com>; Luis Terrazas <luis.terrazas.d39@gmail.com>; Martine Zamora <Zamora4StRep63@plateau.email>; Rachel Black <RachelBlackfor51@gmail.com>; Randall T. Pettigrew <rpettigrew@randallpettigrew.com>; Randy Crowder <RandalCrowder@gmail.com>; Rebecca Dow <Rebecca@dowforhouse.com>; Montoya, Rod <roddmontoya@gmail.com>; Ryan Lane <ryan@laneforliberty.com>; Stefani Lord <info@lord2020.com>; Zach Cook <ZachJCook@gmail.com>

Subject: House Republican Caucus Comments on New, Proposed K-12 Social Studies Standards

John:

Attached is a letter signed by every member of the House Republican Caucus expressing opposition, concerns, and suggestions about a number of the proposed K-12 Social Studies Standards that are currently open for public comments. Please add this letter to the official record of public comments.

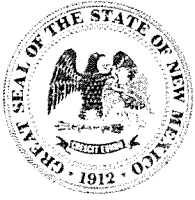
We are attaching a PDF version of our letter.

Thank you for your consideration of our concerns, comments, and suggestions.

The House Republican Caucus

House Republican Caucus
New Mexico House of Representatives
State Capitol, Room 125

Santa Fe, New Mexico 87501
(505) 986-4792



State of New Mexico
House of Representatives
STATE CAPITOL
Santa Fe

November 9, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

We are writing to express our strong opposition to the new proposed K-12 Social Studies Curriculum Standards that are currently undergoing a 45-day public comment period. Our opposition to these new proposed standards is based on our belief they incorporate the fundamentally flawed concepts of Critical Race Theory (CRT), plus they impose a progressive/liberal bias in regards to historical and societal events that are being mandated to be taught to New Mexico students. We, in turn, strongly urge the Public Education Department's (PED) leadership team to make substantial changes to these proposed standards in order to eliminate both of these highly objectionable aspects.

Social Studies education should be focused on teaching students why the U.S. and state constitutions are the pillars of our republic and how/why these documents are fundamental to fulfilling the American ideal that all people are created equal; how our governmental structures work and why governmental authority is dispersed among three separate, but co-equal branches; and how our free-enterprise system has resulted in a standard of living that is the envy of people across the globe and which provides a beacon of economic opportunity for all. It should not, however, be viewed as an opportunity to indoctrinate students with the false theology that our country is systemically racist, all things can be described in terms of oppressor and oppressed, or that our capitalistic system must be replaced with the paternalistic system of socialism.

Sadly, we believe these proposed K-12 Social Studies Curriculum Standards fail to teach students what has made America great, but instead has followed the path of various historical revisionists who only want to degrade and slander the greatest country on earth. Our country's history is not perfect in terms of economic and human rights, but that does not require altering Social Studies curriculums to embrace a highly distorted or biased view that the United States is dominated by white supremacists and racists. Rather than encouraging division and victimhood among our diverse populations, Social Studies curriculums should encourage students to realize we are all Americans and we all have opportunities for economic advancement based on the principles of family, education, and work.

At least 26 states have either adopted or are considering various policies/legislation that would restrict the teaching of CRT or limit how teachers can discuss racism and sexism. New Mexico should join these other 26 states in rejecting this Marxist inspired theology and not allow a rulemaking process (which is overseen by an unelected bureaucracy which is likely sympathetic to this ideology) which requires no

action by the State Legislature to supersede the will of the majority of New Mexicans who oppose the imposition of CRT-inspired theories upon our students.

We have objections to a significant number of the new proposed K-12 Social Studies Curriculum Standards, however, the specific items listed below are the most problematic and which demand PED's most careful review to ensure substantial changes or outright eliminations are made:

- In Ethnic, Cultural and Identity Studies --- Proposed 6.29.11.23(A)(1)(d) and 6.29.11.23(A)(3)(b): These standards require students to assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity..." and investigate how society should address "systemic inequity." Such language is classic CRT as it creates and perpetuates the false premise of so-called privilege and systemic inequity. Rather than teaching division and racism, these standards should focus on unity and establishing a shared commitment to the ideals of equality and opportunity. Further, we would suggest that the entire Ethnic, Cultural and Identity Studies curriculum be scraped and a completely new set of standards be drafted to ensure there is no CRT-inspired theology included in any way.
- For Kindergarten and Other Elementary Grades --- Proposed 6.29.11.8(F)(3)(a), 6.29.11.9(F)(4)(a), and 6.29.11.10(F)(4)(a): These standards encourage kindergarten, first grade and second grade students to "take action" to address local, regional and/or global problems. While this standard may have an altruistic intent, it could result in a situation where these young students are exploited for various political or public policy reasons by adults who want to create the impression their cause is so just that even elementary students support their idea. These young students are highly impressible and their "support" for any effort to address problems can easily be manipulated by teachers and others for their own political/policy benefit. Students who are five, six, or seven years old should never be placed in a situation where they would serve as props in a photo-op organized by activists. These standards should be eliminated.
- Throughout the entire Social Studies curriculum for grades K-8, there are "Anchor Standards" entitled "Ethnic, Cultural, and Identity Standards" which create a platform to focus on the differences, rather than the similarities, among various groups of people. It also provides an opportunity, such as in Proposed Standards 6.29.11.11(E)(2), 6.29.11.15(E)(7), and 6.29.11.15(E)(12), for a teacher to impose a singular notion of "justice and fairness," "unequal power relations," and "past and current injustices," although such terms are highly subjective and open to many interpretations. As with many aspects of these curriculum standards under the ethnic, cultural, and identity rubric, this area is rife with mandates that impose a certain set of values and beliefs that are not universally shared by all New Mexicans. Any attempts to lead students towards a specific value system should be completely eliminated from these standards as they can provide students with a biased understanding of complex events.
- High School U.S. History --- Proposed 6.29.11.21(A)(2)(b), 6.29.11.21(A)(2)(f), 6.29.11.21(A)(3)(d), and 6.29.11.21(A)(3)(e): Although the stated themes related to these standards are "U.S. Origins" and "Early America: The American Revolution and the Constitution," there are five specific standards whose primary focus is slavery, yet there are no standards on why America fought to gain its independence from England and only two standards regarding the crafting of the U.S. Constitution and its impact on the United States. This "preoccupation" with slavery during the formation of America is consistent with the false assertions of revisionist historians who claim America was founded on the principles of slavery, the so-called 1619 Project. This distorted and absurd assertion has no place in any high school history curriculum,

especially when the struggle for religious and economic liberties in early America, as well as why it was essential to extract America from the dictates of a foreign monarch are never considered within the context of these standards. There are numerous other standards within High School U.S. History [Proposed 6.29.11.21(A)(2)(k), 6.29.11.21(A)(3)(f), 6.29.11.21(A)(3)(g), and 6.29.11.21(A)(3)(h)] that echo this apparent obsession with slavery as the economic driving force during our nation's westward expansion. It is solely another effort to indoctrinate students with a radicalized social and political agenda.

- High School U.S. History --- Proposed 6.29.11.21(A)(1)(i): This standard calls on students to “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” Such a requirement sounds eerily similar to the principles of CRT in terms of stressing “equity” and “just economic system.” Plus, who gets to define what these terms mean and what specific actions/steps satisfy whatever definition is utilized? Once again, rather than teaching students the principles embedded within our current capitalistic/free enterprise system, there is an obvious effort to encourage students to support some idealistic (socialism) economic system that may never be healthy for the country. This standard should be eliminated and replaced with a standard that provides students with a balanced discussion of the U.S. economic system.
- High School U.S. History --- Proposed 6.29.11.21(A)(3)(m), 6.29.11.21(A)(3)(z), and 6.29.11.21(A)(3)(ll): All of these standards relate to how gender and sexuality norms were changing during Reconstruction and the 1920s, as well as the activism and experiences of the LGBTQIA+ community during 1968 - 2008. We fail to comprehend the rationale for why high school students are required to learn about how gender and sexuality norms were changing during various historical periods and how is this perspective essential to a student's understanding of U.S. history during these two periods. In addition, why does every student have to examine the activities of the LGBTQIA+ community during a 40 year period? If individual students have an interest in LGBTQIA+ history, those students can conduct independent research in those related subjects. However, to require all students to do so, appears to be just another example of trying to mold students towards acceptance of a personal or social agenda that is highly controversial.
- High School U.S. History --- Proposed 6.29.11.21(A)(1)(gg): As we have shown above, these proposed K-12 Social Studies Standards are filled with examples of students being mandated to learn about a wide range of progressive/liberal ideals and agendas. Yet, maybe the most egregious example of this indoctrination is the standard which requires the examination of past, present, and future gun violence in the U.S. While understanding the relationship between crime and violence is a worthy subject of inquiry, it is not surprising this standard makes no reference to the constitutional rights afforded citizens to bear arms nor is there any discussion required as to how the proliferation of gangs, drug cartels, terrorist organizations, and other criminal enterprises have resulted in more gun violence within our society nor is there any requirement to help students understand that violence is perpetuated by individuals and not inanimate objects. This standard requires an extensive rewrite to ensure students are provided the “full story” on gun violence as noted above.

We assume proponents of these “reworked” proposed Social Studies standards will argue that CRT is not mentioned any place within these standards and that CRT concepts are not being imposed on New Mexico students. We would strongly disagree (as we pointed out in several bullet items listed above) and would respond that, of course, CRT is not explicitly mentioned within the standards as doing so would generate tremendous opposition from countless parents, taxpayers, administrators, and teachers

who are opposed to this radical ideology. Further, any explicit reference to CRT would most certainly doom these proposed standard from ever being approved and implemented. However, the continual and not-so-subtle inclusion of various words and phrases, such as “inequity,” “oppression,” “unequal power relations”, “racism,” and “injustice” are implicit admissions by the drafters of these proposed standards that CRT and it’s flawed vision of America is exactly what they are trying to impose through these Social Studies Standards.

Nonetheless, it is not just the CRT references we find objectionable, it is also the overall progressive/liberal slant or bias these standards are clearly designed to impart during the teaching of Social Studies in grades K-12. Within the proposed standards, there are numerous examples of classic progressive/liberal doctrine being promoted and all of these instances need to be either redrafted or eliminated to ensure New Mexico’s students are not subjected to a slanted view of our nation’s/state’s history and how our government and economic systems work. Specific examples include:

- Examine and evaluate the rules, laws, and authorities that keep people “safe” in New Mexico, but, of course, no mention of which rules, laws and authorities that keep New Mexicans “free.” [Proposed Standard 6.29.11.12(A)(1)]
- Describe how inequity in the U.S. laid the foundation for conflict that continues today. [Proposed Standard 6.29.11.13(A)(3)(b)]
- Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but limited to education, healthcare, government, and industry. [Proposed Standard 6.29.11.15(E)(3)]
- Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards. [Proposed Standard 6.29.11.15(D)(3)(g)]
- Brainstorm ways in which New Mexicans might heal from past and current injustices. [Proposed Standard 6.29.11.15(E)(8)]
- Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally. [Proposed Standard 6.29.11.16(F)(3)(f)]
- Describe how the Ku Klux Klan and other white supremacist organizations in the U.S. arose with the intention of maintaining the oppression of specific groups through informal institutions. Of course, no reference is made in any standard regarding the violence and intimidation provided by radical left groups like Antifa, Black Lives Matter, Weather Underground, The Earth Liberation Front, etc. [Proposed Standard 6.29.11.16(D)(5)(c)]
- Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world. [Proposed Standard 6.29.11.20(D)(2)(e)]
- Examine the short- and long-term effects of CIA involvement in Latin America, yet there is no requirement to explain to students how communist rule in Cuba has been negatively impacting that country for decades. [Proposed Standard 6.29.11.21(A)(1)(x)]
- Examine the evolution of McCarthyism from the Red Scare to COINTELPRO. [Proposed Standard 6.29.11.21(A)(1)(aa)]
- Explore the movement against police brutality. [Proposed Standard 6.29.11.21(A)(3)(kk)]
- Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. [Proposed Standard 6.29.11.21(A)(3)(mm)]
- Analyze US government policies to reduce climate disruption. [Proposed Standard 6.29.11.21(A)(4)(t)]

We believe the proposed K-12 Social Studies Curriculum Standard, in their current form, fail to provide students with a clear and balanced understanding of why the United States of America and the State of New Mexico should be admired for its many positive attributes. Therefore, we strongly urge PED's leadership to make substantial revisions to the proposed K-12 Social Studies Curriculum Standards to ensure our students are provided an opportunity to not only learn the fundamental principles on which our republic was founded, but also gain a respectful appreciation of our country's political and economic systems.

We also concur with the request being made by numerous New Mexico public school districts that the public comment period related to these proposed standards be extended to July 1, 2022 in order to give parents, educators, and other interested citizens sufficient time to review and comprehend the many detailed standards contained in this proposal.

Finally, we also strongly encourage PED to submit these proposed standards to the State Legislature for formal hearings to further expand awareness throughout New Mexico as to what and how students will be taught Social Studies in the years ahead.

Thank you for giving our concerns, comments, and suggestions your most serious consideration.

Respectfully yours,



James G. Townsend
House Republican Leader



Rod Montoya
House Republican Whip



Rebecca Dow
Caucus Chair



Randall S. Crowder
State Representative HD 64



Alonzo Baldonado
State Representative HD 8



Ryan T. Lane
State Representative HD 3



Candy Spence Ezzell
State Representative HD 58



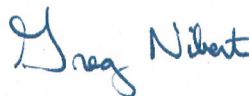
Cathrynn N. Brown
State Representative HD 55



Martin Zamora
State Representative HD 63



Rachael A. Black
State Representative HD 51



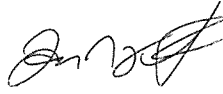
Greg Nibert
State Representative HD 59



Randall T. Pettigrew
State Representative HD 61



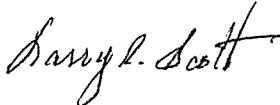
Gail Armstrong
State Representative HD 49



James R.J. Strickler
State Representative HD 2



Jack Chatfield
State Representative HD 67



Larry Scott
State Representative HD 62



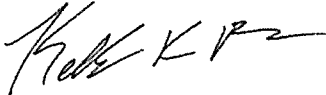
William R. Rehm
State Representative HD 31



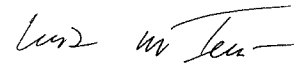
Jane E. Powdrell-Culbert
State Representative HD 44



Stefani Lord
State Representative HD 22



Kelly K. Fajardo
State Representative HD 7



Luis M. Terrazas
State Representative HD 39



Zachary J. Cook
State Representative HD 56



Joshua Hernandez
State Representative HD 60



Jason C. Harper
State Representative HD 57

[EXTERNAL] PUBLIC COMMENT on PED PROPOSED SOCIAL STUDIES STANDARDS

Njeri Nuru-Holm <n.nuru-holm@csuohio.edu>

Tue 11/9/2021 1:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lou Levin <loulevin@yahoo.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Policy Division and All Whom It May Concern:

Thank you for your excellent work to update the Social Studies Curriculum for the State of New Mexico, which was last revised in 2009. Thank you also for the opportunity to provide the Public Education Department (PED) with public comment on the key document Proposed Social Studies Standards (PSSS) for the State of New Mexico. As a retired faculty member and university vice president, I understand and have seen first hand the result of k-12 education on the academic and social preparedness and wellbeing of students entering the diverse collegiate environment. I now serve on the Executive Committee and the Education Committee of the Santa Fe Branch of the National Association for the Advancement of Colored People (NAACP). We have thoroughly studied and generally endorse and applaud the proposed new standards, which are designed to prepare all New Mexico children for success as responsible citizens in our highly diverse state, nation and world.

This past weekend a resolution in support of the PED PSSS was approved at the 70th Annual Conference of the New Mexico NAACP. That resolution is the result of focused hours and days of reading, research and deliberation at the Branch and State levels. Thank you, in advance, for considering that resolution, which you will receive under separate cover.

In addition, detailed editorial comments are being sent to you from the Santa Fe NAACP and from several of our members. All of our comments are intended to further strengthen the very good PED PSSS document. My individual editorial comments and recommendations appear below, and are organized by grade to facilitate your consideration.

First Grade

Theme 1. 1.8. At end of sentence add "across cultures".

Theme 2. 1.13. Insert "...effects on **diverse** local..."

Fourth Grade

Theme 5. 4.24 Insert "...why **diverse** individuals..."

Fifth Grade

Theme 4. 5.27 Insert at end of sentence "...territories **and how the U.S. acquired those territories...**"

Theme 5. 5.30 I think "in main identity groups" is nebulous. Specification needed.

Theme 5. 5.31 Insert "...how **diverse** groups"

Sixth Grade

Theme 2. 6.29 Delete "the" before people.

Theme 6. 6.51 Insert "...exchanges **with diverse groups...**"

Theme 6. 6.54 Insert "...between **diverse groups and...**"

Seventh Grade

- 7.11 At end of sentence add "**, including race, gender, disability, national origin**"
- Theme 1. 7.14 (Is voting access implicit in "voting"?)
- Theme 1. 7.20 Insert "...to define the **cultural and economic demographics of...**"
- Theme 1. 7.24 Modify "**...activities, resources, progress and sustainability.**"
- Theme 1. 7.25 At end of sentence add "**for diverse groups**"
- Theme 4. 7.58 Insert "...political, **economic** and..."
- Theme 5. 7.70 Change "culture" to plural "**cultures**".
- Theme 6. 7.78 Delete ")" after "the area"
- Theme 7. 7.86 Change "movement" to "**migration**"???

Eighth Grade

- 8.12. Insert "...groups **and individuals** have..."
- 8.13. Insert "...multiple **and diverse** viewpoints..."
- 8.21. Insert "which **negative** stereotyping..."
- 8.22. Insert "...opportunities **diverse** people..."
- Theme 1. 8.27 Insert "...human **characteristics** and..."
- Theme 4. Change "...by **the role of** religion..." to "by religion"
- Theme 5. 8.56 Insert "...narratives **and whose rights** were..."
- Theme 6. 8.61 At end of sentence add "and slave narratives".
- Theme 7. 8.67 Insert to begin sentence with "**Describe the institution of slavery and indentured servitude and** identify..." unless this should be included under Theme 8.
- Theme 8. 8.71 Insert "...general, **the US Civil War**, and..."
- Theme 8. 8.76 Is this where a student should understand the Underground Railroad or might that that be included under 8.79?
- Theme 9. 8.79 Insert at end of sentence "**, including Jim Crow laws.**"
- Theme 9. 8.80 Insert "...people **and groups** may..."
- Theme 9. 8.83 Insert "...the **historical**, contemporary..."

HSCivics

- 9-12.Civ.36. Insert "...greater **intercultural** understanding..."

HS Economics

- 9-12.Econ.17. Insert "...their **individual and group** economic..."
- 9-12.Econ.25. Insert "...trends, **policies and practices** impact..."
- 9-12.Econ.41. Insert at end of sentence "**living across diverse groups.**"

HS New Mexico History

- 9-12.NMH.11. Insert "...regional, **national**, and..."
- 9-12.Theme 6. NMH.47 and 48. Something is wrong here. Should this be a single sentence?

HS U.S. History

- Theme 14. 9-12.US.128. I think the official title is **Americans with Disabilities Act**. Please double check. *I suggest that U.S. History should include: identify and analyze major trends, issues and advances in health care and health disparities past, present and future (e.g. access, experimentation w/o consent, and social, economic and health care disparities).*

HS World History

No changes

Thank you, again, for the opportunity to provide public comment on the Proposed Social Studies Standards (PSSS) for the State of New Mexico. Education of our children is the best investment we can make with the highest return for our future.

Sincerely,

Njeri Nuru-Holm, Ph.D.
Santa Fe NAACP
Executive Committee
Education Committee

Sent from my iPad

[EXTERNAL] New SS Standards

Shonnie Standefer <shonnie@yucca.net>

Tue 11/9/2021 1:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr John Sena,

I am a retired New Mexico public educator and I have stood up for, and defended public education over the years time and time again. If these new social studies standards are adopted for our New Mexico students, I will know longer stand up for public education here in New Mexico. In fact, I will encourage parents to either homeschool or send their children to a private or Christian school to protect them from this propaganda and brainwashing that is very apparent in these new social studies standards. Schools should be places where parents send their children to be EDUCATED not indoctrinated!

I'm so embarrassed that New Mexico is LAST in the states in education, but instead of focusing on improving education and giving students the tools they need to be successful and productive adults, we are going to brainwash them so that our country can be more divided than it is today! What a crime against our children! DO NOT ALLOW THE GARBAGE FROM THESE NEW SS STANDARDS TO INFILTRATE OUR SCHOOLS AND THE MINDS OF OUR CHILDREN!

Sincerely,

Shonnie Standefer
Portales, NM

[EXTERNAL] Feedback

Noel Nunez <nnunez@cesarchavezcharterhs.com>

Tue 11/9/2021 1:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (13 KB)

Social Studies Feedback.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good Afternoon,
Here is my feedback.
Sincerely,

Noel Núñez
Director
Deming Cesar Chavez Charter High School
315 E. 1st Street
Deming, New Mexico 88030
Work (575) 544-8404
Fax (575) 544-8755

Mr. John Sena
Policy Director
New Mexico Public Education Department
300 Don Gaspar, Rm 121
Santa Fe, NM 87501

Dear Mr. Sena:

My name is Noel Núñez and I am the Executive Director at Deming Cesar Chavez Charter School. I support the Public Education Department's proposed update to the New Mexico Social Studies Standards. The inclusion of Ethnic, Cultural, and Identity Studies will provide for a more inclusive and of the Inquiry strand to promote higher level thinking.

As a school leader, it is vital to teach equity to our students while simultaneously allowing students to connect to their personal identities. As equity continues to be a priority for all, I support that these standards are reflective beginning in Kindergarten and moving through 12th grade as it is important to teach students to continually connect and develop their identities as they themselves develop.

The addition of inquiry standards allows our students to reach a higher standard of critical thinking as they move along through their educational careers. As can be seen in the standards, allowing students to identify biases while using primary and secondary sources, we are teaching our students to develop their own views and make connections to real-time, real-world events and issues. This provides alignment with common core standards and will enrich our students learning for more of the school day.

I believe these standards are a significant upgrade to those currently in place and provide much needed inclusion and rigor. I would again like to reiterate my support of these standards and look forward to implementing them in the upcoming years

Best Regards,

Noel Núñez

[EXTERNAL] New NM Social Studies Standards/Curriculum

Susan E Kingston <skingsto@bu.edu>

Tue 11/9/2021 1:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Susan E Kingston <skingsto@bu.edu>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena
Policy Division
New Mexico Public Education Department,

Thank you for the opportunity to comment on the current proposal of new Social Studies Standards/Curriculum for New Mexico students.

As a former junior high, high school, and university teacher, I AM VERY SUPPORTIVE of the new curriculum, the first revision in 20 years. The investment of time and effort by expert educators from across the state and nation is impressive. The resulting curriculum, with its emphasis on historical themes such as "power, class conflict, social justice" and "divergence from a singular Eurocentric script" is encouraging. Our students need the intellectual tools and historic context to make wise and informed decisions about the future of our democracy.

I strongly support the adoption of this new and promising social studies curriculum.

Sincerely,
Susan L. Kingston
MA/ University of Chicago
Fulbright Scholar/University of London

[EXTERNAL] K-12 Social Studies Standards

Louis Knowles <louknowles47@hotmail.com>

Tue 11/9/2021 2:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Friends: I cannot say I have read all of this material, but I am clear that **I support the effort to update social studies to reflect both the bad and the good of American history.** For too long, we have avoided coming to terms with the toxic legacy of slavery and racial discrimination. Every decade new information comes to light about racist practices and incidents that were carefully hidden from view for a long time. Our children need to be taught the truth about what has taken place in order that they may better understand the calls for reparations and affirmative action programs.

Given that there is a great deal of opposition to changing the standards, perhaps you should consider a longer period for comments. Maybe every legislator could be called on to hold discussions in their district in an effort to clarify a lot of misunderstandings that are promulgated by right wing media outlets.

As the parent of two high school students in Albuquerque public schools, I share the widespread concern about the quality of education now being provided. However, I disagree with the idea that we should go back or stand still in our social studies curricula. Rather, we should move ahead to give our children an education that will prepare them to live and prosper in a very diverse country where many groups have felt the pain of discrimination and racism.

Sincerely,

Rev Dr Louis L Knowles,
3428 Parsifal St Ne
Albuquerque NM 87111

cell: 646 370 0621

[EXTERNAL] Citizen Feedback on the Social Studies Standard

Suzey Gao <snlgao2020@gmail.com>

Tue 11/9/2021 2:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Erik Olson <erolson@uwalumni.com>

📎 1 attachments (557 KB)

Feedback_to_PED_on_Social_Study_Standards.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED members,

My name is Suzey Gao. I am a U.S. citizen living in Albuquerque and have young children who are attending K-12 schools. I have spent many hours reading through the proposed New Mexico Social Studies Standard. As a parent, I found many proposed topics are absolutely embedded with the Critical Race Theory ideologies. Below I am listing all the CRT related topics (red text) and my comments (blue text) to remove these poisonous topics from indoctrinating all the children. The comments are also attached as a pdf file. Please consider these changes. We the parents have the right to participate in deciding what topics to be taught to our children at Public Schools. Remember PED and Public schools are funded by our tax dollars.

Thanks,
Suzey

Citizen's Feedback on New Mexico Social Studies Standards

Red texts are from the draft of New Mexico Social Studies Standards

Blue texts are citizen's feedback.

1.12. Examine and identify cultural differences within a community.

→ Why do we want to emphasize differences to divide young kids (1st graders)? It's good to recognize different cultures in a community, but the emphasis should be that, no matter what cultural background we come from, we are all proud American citizens.

5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

→ This is a classic example to indoctrinate children about the ideology of communism, because a teacher can teach children about getting equity without hard work but free distribution of wealth. There may be significant inequity in the US history. However, this has changed in today's US. Today, US is the land of free. All people are born equal and have the right and ability of pursuing individual success, liberty, and happiness. What about "Describe how inequity in the US laid the foundation for conflict in US history and

how people have the right and ability of pursuing individual success, liberty, and happiness in today's US granted by U.S. Constitution?

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

→ This “unequal power” concept is classic ideology of the Critical Race Theory (CRT). What about focusing on “Demonstrate how diversity impacts the development of group identities and cultures”?

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

→ Though this “past and current injustices” concept is up to interpretation, it can also be a recipe to indoctrinate young kids about hatred and division, which are classical ideology of the CRT. This should be removed completely.

8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

→ This again divides people into different identity groups, which is the classical ideology of CRT. We need to stop dividing people according to their identities. People should not be judged or divided by their identities. What about focusing on “Discuss the importance of personal responsibility and integrity irrespective of a person's identity”?

8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

→ This appears to encourage the transgender ideology to indoctrinate the young generation. Please stop indoctrinating the young generation with this unnatural ideology. This should be removed completely.

9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.

→ This is definitely the radical left's ideology because they hate U.S. Constitution. The radical left does not want we the people to have freedom and rights. For we the people, the U. S. Constitution ensures our individual freedom and rights. The U. S. Constitution is what our Founding Fathers lost their lives to fight for. The PED (Public Education Department) appears to want to teach our next generation to reject/hate the U.S. Constitution. It's completely un-American. We should be focusing on “Discuss how the U.S. Constitution protects the freedom and rights of we the people and how to ensure the U.S. Constitution to prevail”.

9-12.US.129. Explore the movement against police brutality

→ This is definitely part of the radical left's “defund the police” agenda. This “police brutality” ideology is to stop law and order and let criminals be in charge of the law-abiding citizens' lives. Please stop teaching this harmful ideology. Police officers are here to protect law and order and the safety of law-abiding citizens. We should be “Discuss the importance of law and order and the service and sacrifice of police force”.

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

→ This is a great assault on our 2nd Amendment right. Once we the people have no guns, we will be in the communism regime 100%. We are currently witnessing what is happening to the people in Australia after their guns were taken away. Gun violence does not come from the law-abiding citizens, but come from ill-minded people and/or criminals. The criminals can always get guns through black markets.

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

→ This is again the classic CRT ideology. This is to indoctrinate our children that the U.S. is unjust and unequal, which is completely false. The U. S. is the land of free where we are all born equal and any person has the right and ability to pursue individual success, liberty, and happiness, irrespective of their identity. Please stop such divisive indoctrination.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups

→ This again teaches division and inequity, part of the CRT ideology.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

→ The “privilege or systemic inequity” is absolutely the CRT ideology. This will definitely indoctrinate our children that U.S. has systemic racism and certain race privilege, which is completely poisonous. All kids are NOT racist until they are taught so. Please stop teaching this poison to our kids. This should be removed completely.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

→ This “systemic inequity” is absolutely part of the CRT ideology. This implies that the U. S. has systemic inequity, which is completely false. As commented above, the U. S. is the land of free where we are all born equal and any person has the right and ability to pursue individual success, liberty, and happiness, irrespective of their identity. Please stop such divisive indoctrination.

Citizen's Feedback on New Mexico Social Studies Standards

Red texts are from the draft of New Mexico Social Studies Standards

Blue texts are citizen's feedback.

1.12. Examine and identify cultural differences within a community.

- Why do we want to emphasize differences to divide young kids (1st graders)? It's good to recognize different cultures in a community, but the emphasis should be that, no matter what cultural background we come from, we are all proud American citizens.

5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

- This is a classic example to indoctrinate children about the ideology of communism, because a teacher can teach children about getting equity without hard work but free distribution of wealth. There may be significant inequity in the US history. However, this has changed in today's US. Today, US is the land of free. All people are born equal and have the right and ability of pursuing individual success, liberty, and happiness. What about "Describe how inequity in the US laid the foundation for conflict in US history and how people have the right and ability of pursuing individual success, liberty, and happiness in today's US granted by U.S. Constitution?"

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

- This "unequal power" concept is classic ideology of the Critical Race Theory (CRT). What about focusing on "Demonstrate how diversity impacts the development of group identities and cultures"?

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

- Though this "past and current injustices" concept is up to interpretation, it can also be a recipe to indoctrinate young kids about hatred and division, which are classical ideology of the CRT. This should be removed completely.

8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

- This again divides people into different identity groups, which is the classical ideology of CRT. We need to stop dividing people according to their identities. People should not be judged or divided by their identities. What about focusing on “Discuss the importance of personal responsibility and integrity irrespective of a person’s identity”?

8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

- This appears to encourage the transgender ideology to indoctrinate the young generation. Please stop indoctrinating the young generation with this unnatural ideology. This should be removed completely.

9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.

- This is definitely the radical left’s ideology because they hate U.S. Constitution. The radical left does not want we the people to have freedom and rights. For we the people, the U. S. Constitution ensures our individual freedom and rights. The U. S. Constitution is what our Founding Fathers lost their lives to fight for. The PED (Public Education Department) appears to want to teach our next generation to reject/hate the U.S. Constitution. It’s completely un-American. We should be focusing on “Discuss how the U.S. Constitution protects the freedom and rights of we the people and how to ensure the U.S. Constitution to prevail”.

9-12.US.129. Explore the movement against police brutality

- This is definitely part of the radical left’s “defund the police” agenda. This “police brutality” ideology is to stop law and order and let criminals be in charge of the law-abiding citizens’ lives. Please stop teaching this harmful ideology. Police officers are here to protect law and order and the safety of law-abiding citizens. We should be “Discuss the importance of law and order and the service and sacrifice of police force”.

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

- This is a great assault on our 2nd Amendment right. Once we the people have no guns, we will be in the communism regime 100%. We are currently witnessing what is happening to the people in Australia after their guns were taken away. Gun violence does not come from the law-abiding citizens, but come from ill-minded people and/or criminals. The criminals can always get guns through black markets.

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

→ This is again the classic CRT ideology. This is to indoctrinate our children that the U.S. is unjust and unequal, which is completely false. The U. S. is the land of free where we are all born equal and any person has the right and ability to pursue individual success, liberty, and happiness, irrespective of their identity. Please stop such divisive indoctrination.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups

→ This again teaches division and inequity, part of the CRT ideology.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

→ The “privilege or systemic inequity” is absolutely the CRT ideology. This will definitely indoctrinate our children that U.S. has systemic racism and certain race privilege, which is completely poisonous. All kids are NOT racist until they are taught so. Please stop teaching this poison to our kids. This should be removed completely.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

→ This “systemic inequity” is absolutely part of the CRT ideology. This implies that the U. S. has systemic inequity, which is completely false. As commented above, the U. S. is the land of free where we are all born equal and any person has the right and ability to pursue individual success, liberty, and happiness, irrespective of their identity. Please stop such divisive indoctrination.

[EXTERNAL] Social Studies Standards

Christine Dubois <c.dubois@laschools.net>

Tue 11/9/2021 2:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I have some major concerns about the proposed Social Studies standards. For reference, I am a 6th grade teacher and responsible for teaching Social Studies to all 6th graders at my school. Currently, I have no curriculum from which to teach Social Studies. Everything I use is something I created, found online, or bought from sources like Teachers Pay Teachers. The current standards are already difficult to teach without a curriculum. I can't fathom teaching these new standards without a formal curriculum.

Concerns:

First, there are 54 proposed Social Studies standards for 6th grade. To put that into perspective, there are 48 Common Core State Standards for math in 6th grade. Teachers are always provided a curriculum from which to teach these math standards. 54 proposed Social Studies standards is just way too many; it will mean that nothing can be taught in depth or to an extent that could produce real understanding in our students. The thought of somehow teaching 54 standards without a curriculum is incredibly daunting.

My second major concern comes from the complete lack of curriculum, professional development, and emphasis that our state has placed on Social Studies since I began teaching 8 years ago. Unless these new standards come to us WITH a curriculum, they will be nearly impossible to teach. Some of them are so niche that they could be a thesis to a college level dissertation. I don't have the background knowledge to teach students about "the distribution of resources among classes in the feudal hierarchy of European and Asian societies (Standard 6.41)". A quick Google Search of those key terms returned ONLY college level sources from which to get this information from. That means that I would have to read and interpret college level history classes in order to teach this one standard to my 6th grade students. I will never have the time to do this. And unless these standards come with a pacing guide, I will be left clueless about how to sequence the standards and how long to spend on each of them. Without a curriculum, most of these standards are useless to me and my students.

I think some of the standards are fantastic; I love that students would get to study their own identities and family culture. I am thrilled that there is emphasis placed on using primary and secondary sources. But the rest of the standards ping-pong between being incredibly niche and complex, to overwhelmingly vague. Take standard 6.20 for example: "Identify how differences and similarities between diverse groups impact perspectives." Which groups? During which time period? What perspectives? I don't have any idea of how I would begin to teach this.

In general, I agree that the Social Studies standards need updating. I do not think we need 54 standards in 6th grade, and I do not think teachers are equipped to teach the standards as they are written. If the state is to move forward in adopting these standards, they MUST provide all teachers with a curriculum. Do not expect teachers to create resources in order to teach these standards; nobody will benefit from that, least of all our students. Place emphasis on giving Social Studies teachers professional development; in the same way that Science teachers get training each year. Teach us to teach these standards, give us a curriculum, and narrow down the scope of the standards. Choose quality over quantity!

Thank you for reading,

--

Christine DuBois, M.Ed.

6th Grade Teacher

Aspen Elementary

[Aspen Learning Resources](#)

[Ms. Christine's Page](#)

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This email has been sent from a verified laschools.net user.

[EXTERNAL] CRT in schools

ERNEST HARPER <ernieordoris@comcast.net>

Tue 11/9/2021 2:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I know the argument is that what is proposed is not "CRT". However, as a lifelong citizen of NM, I want my reps to know that under no circumstances is CRT or anything similiar acceptable in our school system. I graduated from Western High School (Silver City), NMSU (BSEE), and UNM (MSEE).

Stick to the facts and teach children to think for themselves. We are all created equal and equally loved by our Heavenly Father. What we become has nothing to do with inequities, oppression, unequal power, racism, etc. Instead it has everything to do with effort and hard work.

Respectfully, Ernest M. Harper, lifelong NMexican

[EXTERNAL] PED Social Studies Proposal

Linda Yates <linnie26@gmail.com>

Tue 11/9/2021 2:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the PED of New Mexico;

I have done some research on the proposed changes and additions to the Social Studies curriculum in the State of New Mexico. I certainly can say that I do not understand all of the proposed changes.

I see some of the recommendations are reasonable but when I see the 'identity' and 'group think' focus being promoted I find it very dismaying. I think critical thinking is important to make good informed decisions. I do not think CriticalThink based on race or identity has any place in our schools.

Why the emphasis on our differences?. We belong to the human RACE. Dividing us into groups actually weakens us and pits us against each other.

Should we know our history? Of course. Should we focus only on injustices, perceived or not? To bring divisiveness into our children's lives is an insult to every American who strives to be honest, hard working and fair.

Regarding Power vs Oppression. Who is trying to gain power here? If we are divided there will be strife and a new power will manifest itself. Who will be the powerful then? Who will be the oppressed?

Unless it is the Power of God there will be oppression.

The children of New Mexico deserve a better education than they are getting now. I do not believe this change will cause the proficiency in the basics to improve. Please focus on reading, math and science skills. Make our schools better!

Linda Stoller Yates

[EXTERNAL] Proposed Social Studies Standards, public comment, opposed to CRT aka Community Equity building

Jodi Feuille <jodifeuille@gmail.com>

Tue 11/9/2021 2:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a parent of two elementary students in RRPS, I whole-heartedly am opposed to the teaching and promotion of critical race theory (aka "equity" lessons/ Possibly disguised as **Anchor Standard 21 Community Equity Building**.) I am opposed to other forms of government-sanctioned or NMPED-facilitated racism in our school district and ask that you uphold the foundational American principle that all people are created equal and are endowed by their Creator with unalienable rights to life, liberty, and the pursuit of happiness.

I ask that you please further explain your Community Equity Building curriculum in your meeting and in writing to all parents of enrolled public school age children.

And that time will be allotted for discussion to provide parents, guardians, and residents with a meaningful opportunity to participate, review, and provide input on any of your clarified proposed guidelines relating to diversity, equity, or inclusion training for school district employees.

The tenets of "critical race theory" (disguised as Equity building) undermine a free society and sound education and otherwise exacerbate and inflame divisions on the basis of sex, race, ethnicity, religion, color, national origin, or other criteria in ways contrary to the unity of the nation, the founding principles of the nation, and the well-being of the citizens of New Mexico.

I know the following to be true and do not believe should be incorporated into our children's education curriculum:

"CRT /aka Equity" teaches or promotes that social problems are created by racist or patriarchal societal structures and systems, espouses the view that one race is inherently racist, sexist, or intentionally or inadvertently oppressive, espouses the view that one race is inherently responsible for the intentional or inadvertent oppression of another race; and it promotes that one's race or sex is superior to another race or sex, and that a person should be discriminated against because of the race or sex attributed to them or be treated differently based on that classification; and

"Critical Race Theory /aka Equity" promotes a person's moral character is determined by the race or sex attributed to them; and it teaches the race or sex attributed to a person makes them responsible for past transgressions of that race or sex, that a person would feel discomfort, guilt, anguish, or any other form of psychological, physical, or any other kind of distress on account of the race or sex attributed to them, and that the work ethic or devotion to duty and obligations is inherently racist.

None of this nonsense above should be pushed on our children. If it is, we will be withdrawing our children from NM public education for good as will MANY like-minded parents, from all races. Thanks for allowing my input.

--

Jodi Feuille
Parent of Sandia Vista Elementary students

Resident of Rio Rancho, NM
512.659.2201 ph

[EXTERNAL] NM Social Study Standards

Karl Kiser <ksquared77@gmail.com>

Tue 11/9/2021 2:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

Social Study standards are periodically modified. The current proposed revisions have a strong equity focus and provide a more accurate view of US history. However there exists a group of people who find the revisions threatening and loudly protest these standards.

I reject this viewpoint and strongly support the new standards. We must show that all our history is not good and contains significant warts. Many older historical narratives literally whitewash actual facts and perpetuate stereotypes and racism. This must stop.

Regards,

Karl Kiser

PS

My ethnic background is western European. I have ancestors who owned slaves and fought for Virginia in the Civil War. I feel no guilt for the actions of my ancestors but I also do not view many of their actions in a favorable light.

[EXTERNAL] RE: New Social Studies Standards

Tiffany Abbott <tiffhamedu@gmail.com>

Tue 11/9/2021 3:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

As a parent, an educator as well as a community member, and a life long resident of New Mexico, I do NOT support the proposed changes to the NM Social Studies Standards.

The repetition and the focus on identity and groups especially for the primary grades is worrisome. The new standards are either overly ambiguous by design, with no measurable way to mark progress or growth, or overly stated, (not a standard but actual assignments). One would have to review the materials that would accompany these standards in order to get a whole view of what is going to be asked of the students and how these standards are to be implemented, this is being rushed through without thinking of the impact. New Mexican kids are still struggling due to learning loss from the disruptions during 2019/2020 and 2020/21 school years, is now really the time to add more onto the plates of the teaching staff?

And a word on equity, since it was mentioned so many times in your standards - is it equitable to hold this "public hearing" during a time when the people most affected by this (teaching staff, administration, families) are working or unavailable? Furthermore, is it equitable to change said "public hearing" from an in person to an online platform, via zoom knowing that many New Mexicans have limited resources when it comes to technology and internet access -- What were the results from the the survey collecting information about internet and device access for students sent our this September 2021 yield? One would wonder exactly how equitable your decision to hold this online actually is.

I would like to reiterate that I do NOT support the proposed changes to the NM Social Studies Standards.

Tiffany Abbott
Edgewood, NM

[EXTERNAL] History and Civics that reflect the history of All our Citizens

Linda Tratechaud <lindamaetratechaud@gmail.com>

Tue 11/9/2021 3:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Educators and Policy Makers,

I am a 59 year old product of the Albuquerque Public School system. I graduated in 1980 with a solid education based on what happened to white males over the previous several centuries. Everyone else was peripheral, including women!

When I got to college, I wondered why there needed to be "Women's History", "African American History", and "Chicano History". I thought, "Isn't History just History?" I didn't know, what I didn't know, and what I didn't know was A Lot!

Even as a college educated person, I didn't know about the rise and then demise of African American's during Reconstruction. I only learned about the Tulsa Massacre a few years ago. These are Very recent parts of our history that are again playing themselves out in a current rising culture of racism.

I've learned more about the complexities of our Countries History from Louis Gates Jr and Ken Burns on PBS than I ever did in my biased education. As well, I have read more books about and by indigenous and people of color since the murder of George Floyd. It is difficult to hear about ugly parts of our collected History, but unless we face the more challenging and unacceptable parts of our History, we will never heal and grow to be the great Country that we can be for all Americans.

I support New Mexico ditching the biased Texas textbooks and teaching New Mexican children history that is age appropriate And truthful. A history that includes the stories of all people—after all—that is what makes our Country so rich and unique. Let New Mexico be a leader in Education and not allow fear and fakery to take the lead.

Sincerely,

Linda Tratechaud-Doezema

LindaMaeTratechaud@gmail.com

LindaMaeTratechaud.com

Sent from my iPad

[EXTERNAL] CRT Public Policy

Charlene Wetzel <charlenewetzel@gmail.com>

Tue 11/9/2021 4:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. Sena:

I pay taxes and I do not want my tax dollars to support this Un- American indoctrination of children in America. Childrens' values should come from their parents -NOT Government.

Note: when I went to school we started each day with the Pledge of Allegiance, and the Lords' Prayer. And teachers had paddles. Students had a dress code. We operated from Respect. I attended an inter-city school -we- looked at the content of the character -not the color of someones' skin. Racism is anti God.

The goal of Critical Race Theory isn't just the takeover of your school district. The goal is a Race-based Socialist State. The takeover of the students' minds is a means to an end. Race-based Socialism.

Critical race theory (CRT) makes race the lens through which its proponents analyze all aspects of American life. CRT underpins identity politics, an ongoing effort to reimagine the United States as a nation driven by racial groups, each with specific claims on victimization. Ultimately, CRT weakens the public and private bonds that create trust and allow for civic engagement.

Critical race theory (CRT) is a descendent of critical theory (CT), [a school of philosophy](#) that began in Frankfurt, Germany, in the 1920s and 1930s at the University of Frankfurt's Institute for Social Research. It became known as "the Frankfurt School." It was one of the first, if not the first, Western Marxist schools patterned after the Marx–Engels Institute in Moscow.

- Teachers should use instructional content that creates a shared sense of national identity, teaching that America belongs to all Americans, and that this nation and its progress is worth celebrating
- Teachers should impart the foundational principles of this country: intrinsic equality of all humans, equal protection under the law, liberty, self-reliance, and hard work; teach history impartially, with differing views considered in a balanced, non-politicized curriculum; and explain how government works at different levels, and how a citizen can affect the workings of government.

Regards,

Charlene Wetzel
10732 Galaxia Pk Dr NW
Albuquerque ,NM 87114

[EXTERNAL] Comment on Proposed Social Studies Standards

Jim Jackson <nmpajacksonj@yahoo.com>

Tue 11/9/2021 4:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Jim Jackson and I have been a resident of New Mexico for 50 years. I write in strong support of the proposed standards for Social Studies in New Mexico public schools. It is important that all of our students, K through 12, learn about and understand the diversity as well as the commonalities of our society and our state in a manner that is appropriate to their grade level and maturity.

When national news coverage recently highlighted the “boarding home” policy that ripped so many Native American children from their homes and communities, this seems to have come as news (in the sense of a surprise) to many people – because few if any people learned about this in school. Should we continue to pretend this never happened? Should we not mention it in school because someone might feel guilty about it? Isn't it better to have today's students learn what happened and discuss how it might have affected (and may still affect today) attitudes and behavior?

It is unfortunate that this issue has become so politicized and turned in to such a divisive issue by those who criticize the proposed standards as "divisive". This proposed approach to our history and society is not “divisive”. If we want to recognize, encourage and accept diversity in our multi-cultural state, we need to acknowledge and discuss history and the different impact that our public policies and social behavior have had on different communities. Students (and their families) don't need to “feel guilty” about what has happened in the past, and the new proposed standards are certainly not intended to make or encourage them to feel that way.

I encourage the PED to accept the thoughtful recommendations of the group that developed the proposed standards and adopt them as drafted.

Jim Jackson

[EXTERNAL] BAN CRT!!!!!!!!!!!!

cao holly <caoholly@hotmail.com>

Tue 11/9/2021 4:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Citizen's Feedback on New Mexico Social Studies Standards

Red texts are from the draft of New Mexico Social Studies Standards

Blue texts are my feedback.

1.12. Examine and identify cultural differences within a community.

→ Why do you want to emphasize differences instead of common ground? we are all proud American citizens.

5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

→ This is a classic example to indoctrinate children about the ideology of communism, because a teacher can teach children about getting equity without hard work but free distribution of wealth. There may be significant inequity in the US history. However, this has greatly changed in today's US. Today, US is the land of free. All people are born with equal opportunities.

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

→ We support "diversity" based on people's talents, thoughts, culture background etc... not on skin color or race because people have no choice when they were born. Using skin color and race to divide people you are ACTUALLY a racist!!!

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

→ What is your definition of "injustice"? We, American citizens, should all abide by law. NO ONE is above law!!

8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

→ Stop dividing people using their identities. Again it promotes division and hatred!!

8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

→ I, as first Asian generation of legal immigrant, know about the history as well as discrimination of the Chinese, Japanese Americans. Their histories should be equally addressed!!!

I love Dr. King's speech "I have a dream". America, one of the most diverse countries in the world has progressed greatly since the Civil Rights movement. Many people of color were elected into public office, even U.S President!!!

9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.

→ This is definitely the radical left's ideology because they hate U.S. Constitution. The radical left does not want we the people to have freedom and rights. The NMPED tries to teach our next generation to hate this country and the U.S. Constitution. It's completely un-American. We should be focusing on "Discuss how the U.S. Constitution protects the freedom and rights of we the people and how to ensure the U.S. Constitution prevail".

BTW, this is NOT the appropriate purpose of using taxpayers' money.

9-12.US.129. Explore the movement against police brutality

→ This is definitely part of the radical left's "defund the police" agenda. This "police brutality" ideology is to encourage crimes and let criminals roam on the street, our neighborhood. Police officers are here to enforce law and order and protect law-abiding citizens. We should teach our kids to RESPECT law enforcement officers!!!

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

→ This is a great assault on our 2nd Amendment right. Gun violence does NOT come from the law-abiding citizens. How the criminals/illegals get guns? The investigation should be done on that.

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

→ This is to indoctrinate our children to hate our great country! The U. S. is the land of free where we are all born equal and any person has the equal opportunities to pursue individual success, liberty, and happiness, irrespective of their identity.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups

→ This country provides equal opportunity for all. Equal opportunity does not mean equal outcome!!!

We as parents, should encourage our kids to study hard, work hard, have strong work ethic, instead of blaming failure to their identities. Parents are their children's first teachers and responsible parents should teach their children the value of hard work.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

→ The “privilege or systemic inequity” is used to divide people. This will definitely indoctrinate our children that U.S. has systemic racism and certain race privilege, which is completely poisonous. All kids are NOT racist until they are taught so.

This SHOULD be removed completely.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

→ Again the CRT ideology uses identity, systemi inequity to label and divide people . If this country has systemic inequity, can you explain how Obama was elected President TWICE and so many black peopel were elected into public offices?

The proponents of CRT stands for fear and for indoctrination. They aruge against free speech and critical thinking. They aim to shut down conversation. They are proponents of toxic Marxism and segretating divisiveness.

We believe in freedom of speech, freedom of thoughts and freedom for parents to hold the responsibility of teaching morality to their children. We belive that skin color, race and ethnicity should have NO bearing on our laws or on individual achievement.

[EXTERNAL] Rule 6.29.11 NMAC Social Studies Public Comment

Johnnie S. Cain <jcain@portalesschools.com>

Tue 11/9/2021 4:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

 1 attachments (4 MB)

Social Studies Comments Final.pdf;

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Please accept the comments of the Portales Municipal School Board of Education in regards to the proposed Social Studies Standards.

Comments are attached.

--

Johnnie S. Cain
Superintendent
Portales Municipal Schools
501 S. Abilene
Portales, NM 88130
(575) 356-7000

To: Kurt Steinhaus, Secretary Designate, New Mexico Public Education Department

From: Portales Municipal School Board of Education

Re: New Mexico Proposed Social Studies Standards

Date: November 8, 2021

The Portales School Board of Education respectfully submits the following comments to the Public Education Department during its rule making process for the proposed Social Studies Standards. In preparing these comments administrators met with district social studies teachers who provided suggestions they felt would be beneficial. The Portales School Board of Education held a public work-session on October 18, 2021 in which community members, administrators, parents, students, and teachers were invited to review and comment on the proposed standard. Board members, administrators, and community members provided suggestions that are included in the comments that follow.

Overarching Concerns:

Over the past many years, New Mexico has worked to create an inclusive state made up of diverse peoples, cultures, races, and identities. Teachers have worked to ensure that all students regardless of their differences were taught to respect and include everyone. Many of the proposed standards tend to force students to separate themselves or identify as different or into different groups. Although people are made up of different groups, cultures, races and identities, forcing early elementary school students to make these distinctions in kindergarten, first, second, or third grade is not appropriate and may possibly create animosity between these so-called identity or affinity groups prior to students really understanding these differences. Questions of culture, race, ethnicity, or other identities should be addressed by parents with their children in the early years of elementary school. Differences, although should be acknowledged if broached by students, should not be something they begin to identify before they have an understanding of these differences. Elementary students should be taught to get along with every other person regardless of any difference in ethnicity, skin color, sexual orientation, or disability.

Definitions should be clear within the standards and not left to an individual teacher's or textbook's understanding of a term. Some of those terms that stand out are: Diverse group, Affinity group, equity, inequity, and even identity.

According to the Merriam-Webster Dictionary, diverse is defined: *1: differing from one another: UNLIKE, people with diverse interests. 2: composed of distinct or unlike elements or qualities. a diverse population.* Group is defined: *1: a number of people or things that are together or in the same place; 2: a number of people who are connected by some shared activity, interest, or quality.*

Using these definitions, it would seem that a *diverse group* would be a number of people together who differ from one another. This is not an obvious distinction as used within the

texts of the proposed standards but appears to be individual groups of like people instead of individual groups with different peoples.

A major difficulty with the seventh grade and even high school New Mexico History standards are not necessarily the standards themselves, but resources. There is one standard textbook that has been used for decades with revisions over time, but written for the 7th grade students. There is a lack of textbooks and primary sources for high school New Mexico History, yet many standards require their use. PED must make a concerted effort to support new resources for New Mexico History.

United States History has typically been taught over two school years. Exploration to the end of the Civil War has been taught in 8th grade, while Reconstruction to present has been the instruction for student in high school. The new standards appear to make U.S. History a subject that is to be taught from exploration to present in high school. Currently, it is very difficult to cover the needed topics and standards in high school from Reconstruction forward. With the new standards, there is a possibility that another entire school year may need to be devoted to U.S. History which may make it difficult to include the various required credits for graduation. This could mean students will need to take 4.5 full years of history to include U.S. History, World History, Government/Economics, and New Mexico history for .5 credits assuming that an additional year will need to be added to adequately teach the new Social Studies standards in U.S. History.

Throughout the 8th grade and high school standards, students are asked to make claims. Most of these claims assume that the claim asked for within the standard can only be interpreted in that way and do not provide the opportunity for the student to present a counterclaim. Biased claims, based upon the opinions of the authors of these standards must be revised to include alternative viewpoints unless there is incontrovertible evidence that the author is correct in that standard.

Throughout the high school proposed standards are several assumptions and biases that appear to be written whether intentional or otherwise that seem to reflect a so-called Progressive view of history and society instead of the more main-stream or centrist view. Topics regarding guns and violence in the U.S. do not provide for 2nd Amendment rights protected by the U.S. Constitution. These standards also address social issues regarding sexuality, homosexuality, “othering,” that arguably make these standards statements of fact instead of the possible biased opinion of some scholars or writers of these standards. Although schools have a responsibility to ensure that schools are inclusive of all people regardless of their religious beliefs, sexual preferences or identity, race, or sexual identity, these are issues that should not be taught as the “truth” by teachers or the government, but are issues that should be discussed and learned in the home.

Formatting should be the same throughout the standards. Pronouns should be limited as the standards are for teacher reference and including pronouns makes them confusing, ie: themselves, their, should be “students” or “the student or students will...”

Below are additions, comments, or deletions this District recommends to be made to individual standards throughout the draft. The continuation of this narrative mentions the standards by number with suggestions and a short narrative explaining why the District believes these changes

should be made. The second document shows the standards side by side with recommended changes or edits to the standards the District would like to see changed.

K.1; 1.1: Although something important, this standard might be discussed, but appears to be a lofty goal for students of this age.

K.2: 1.2: Same as K.1, Rather difficult for students of this age.

K.3; 1.4: Students in K are just learning to read and write, first grade students are learning to read and just beginning to read to learn. As with each of the above-mentioned standards, these are not appropriate at this age. Would be more appropriate at 3rd or 4th grade when students are reading to learn and writing more reasoned responses.

K.4; 1.5; 2.5: Delete. Students in these grades must rely on a teacher to determine what local, regional, or global problems to address. These problems will be those the teacher sees fit to address and not something that aligns with parental or community standards.

K.10: Replace with current K-4 Benchmark III-B Standards:

1. Recognize and name symbols and activities of the United States, New Mexico, and tribes to include:

a. United States symbols to include the flag, bald eagle, monuments

b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chili

c. tribal symbols and activities to include Feast Days, pottery, arts, storytelling

2. Recognize patriotic activities including The Pledge of Allegiance, The Star-Spangled Banner, salute to the New Mexico flag, and New Mexico state song.

K.22: Delete language after “Communicate a positive of view of themselves.” As discussed above would be better to state “Students will communicate a positive view of themselves.”

K.23: Delete reference to groups, instead: “Students will describe ways in which they are similar and different from other people.”

K.25: Delete references to groups, instead: “Students will describe their family history and culture.”

K Anchor Standard “Ethnic, Cultural, and Identity Standards 19. Diversity and Identity”

Include from current standards, K-4 Benchmark I A - “Identify the customs, celebrations, and holidays of various cultures of New Mexico.

K Anchor Standard “Ethnic, Cultural, and Identity Standards 19. Diversity and Identity”

Include from current standards, K-4 Benchmark II-B – “Identify family customs and traditions and explain their importance.”

1.3: Same as previously discussed in K.1, K.2,1.2, K.3, 1.4, determining whether a primary source is primarily fact or fiction is something more appropriate for students reading to learn instead of learning to read.

1,23; 1.24; 2.26; 2.28 ; 2.29: Define “groups” and “identities.”

1 Anchor Standards “Ethnic, Cultural, and Identity Standards 19. Diversity and Identity”

Include K-4 Benchmark II-E – “Identify characteristics of culture (e.g., language, customs, religion, shelter)

3.14: Replace “diverse groups” with “different groups.”

5.12: Delete or phrase differently. The term “inequity” is open to the teacher’s opinion.

5.29: How is this to be done? Should this be a standard for older students?

5.30: Define “main identity groups.”

6.7; 8.5: Needs to be better defined. Assumption is that it is asking students to understand the difference between map projections. However, does it also include actual bias based upon those same map projections? This should be better explained or written to include the difference of physical differences in map projections and possible distinctions in how one might view the world culturally/financially/size based upon the view of the projection.

7.11: Define “group identity.”

7.28: Define “social identities.”

7.50: Delete. 7.72 is a better standard for basically the same idea. Needs to better identify “culture.” Does this try to bring a distinction between racial cultures, religion, country of origin, skin color, American as opposed to European, etc?

7.60: *Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.* What is this standard asking for? It seems to imply that diversity creates unequal power relations. If New Mexico is teaching diversity is a good thing and needs to be celebrated, how can this create unequal power relations? Needs to be more specific to demonstrate that there have been unequal power relations in New Mexico and how that affected the development of different groups, cultures, and tribes.

7.61: *Brainstorm ways in which New Mexicans might heal from past and current injustices.* This appears to be a standard based upon opinion and not something that might be widely held as fact that there are current injustices. Possibly, instead of stating as fact, could be used to explore what students may believe are current injustices and how they impact their lives. Might include the negative treatment of people in the past and present, but also demonstrate the positive advances made over the past century.

7.78: Include word “sources” “*primary and secondary sources*”

8.68: As written does not provide for students to “claim” or “discuss” that there might be other hypothesis or arguments that contributed to the start of the Civil War.

8.78: This standard is not a statement of fact but of opinion. Remove the word “systemic.”

9-12.NMH.18: Poorly written and confusing pronoun. Difficult to understand what the intent is.

9-12.NMH.35, 37, 38 and many more: Pronouns should not be used. Instead use “New Mexico.”

9-12.NMH.47. *Demonstrate historical causation by using 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico.* **Are these one or two standards? Poor proofing or each needs to be finished with the reason for the standard.**

9-12.US.53: Rephrase.

9-12.US.56: Rephrase. This standard implies as fact that the economic system in the U.S. is not efficient, equitable, or just. Standard 8.4. requires students to evaluate primary and secondary sources for the author’s **bias**, perspective of the creator, and relevance to the topic. Stating 9-12 US.56 as unequivocal fact makes 8.4 an important standard to learn. Opinions should not be included as standards.

9-12.US.97: Define “othering.”

9-12.US.104: Rephrase to eliminate bias.

9-12.US.123: Delete. Makes an assumption that “conservatism” has been a liability or created negative issues for diverse groups of people. An examination of the differences between liberal and conservative political points of view may be appropriate, but to imply that one has had a greater negative impact to diverse groups is inappropriate and biased.

9-12.US.130: Delete or clarify to ensure this is only an examination of the times and facts and is not a condemnation or endorsement of a chosen lifestyle.

9-12.US.132: Biased and raises a possibility for indoctrination for or against 2nd Amendment guarantees. Delete after: “Examine the history of guns in America as compared to other world powers.”

9-12.US.135: Raises assumptions that are biased and alludes that not everyone in the U.S. has a fair chance to succeed. Delete remainder of sentence after “Create an action plan for a more just and equitable America.”

9-12.ECI.16: Political view that is a controversial statement regarding systemic issues that rise more to the level of opinion. **Revise:** Assess how social policies and economic forces affect social, political, and economic opportunity.

9-12.ECI.18: Revise, not a statement of fact. “Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations.”

9-12.ECI.21: Remove the term “systemic.” Implies an assumption as fact.

Portales Municipal Schools Recommended Edits to the Proposed Social Studies Standards

K-5

Draft Standard	Proposed Change
K.1. Recognize a compelling question.	Delete. Assignment, should be a reading standard. Not age appropriate for students just learning to read.
K.2. Identify the relationship between compelling and supporting questions.	Delete. Assignment, should be a reading standard. Not age appropriate for students just learning to read.
K.3. Construct responses to compelling questions using examples.	Delete. Assignment, not a standard. Not age appropriate for students just learning to read.
K.4. Take group or individual action to help address local, regional, and/or global problems.	Delete. K.5 provides the same opportunity and does not rely upon the teacher to determine an issue.
K.10. Identify the local, state, and national symbols (e.g., flag, bird, song)	K.10. 1. Recognize and name symbols and activities of the United States, New Mexico, and tribes to include: a. United States symbols to include the flag, bald eagle, monuments b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chili c. tribal symbols and activities to include Feast Days, pottery, arts, storytelling 2. Recognize patriotic activities including The Pledge of Allegiance, The Star-Spangled Banner, salute to the New Mexico flag, and New Mexico state song.
Include as additional standard (Source: K-4 Benchmark I-A, Kindergarten)	K.26. (Add to standards.) Identify the customs, celebrations, and holidays of various cultures of New Mexico
Include as additional standard (Source: K-4 Benchmark II-B, Kindergarten)	K.27. (Add to standards.) Identify family customs and traditions and explain their importance.
1.1. Explain why a compelling question is important.	Delete. Assignment, should be a reading standard. Not age appropriate for students just learning to read.
1.2. Generate supporting questions related to compelling questions across the social studies disciplines.	Delete. Assignment, should be a reading standard. Not age appropriate for students just learning to read.
1.3. Determine if a source is primary or secondary and distinguish whether it is mostly fact or fiction.	Delete. Assignment, not a standard. Not age appropriate for students just learning to read.
1.5. Take group or individual action to help address local, regional, and/or global problems.	1.5. Delete. Same as K.4.
Include	1.25. (Add to standards) Identify characteristics of culture (e.g., language, customs, religion, shelter)
2.5. Take group or individual action to help address local, regional, and/or global problems.	2.5. Delete. Same as K.4 and 1.5.
2.28. Describe ways we are similar and different from people who share identities, and people who do not.	2.28. Students will describe ways in which they are similar and different from other people .

3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.	3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted different groups of people.
3.27. Express a positive view of personal identities without making someone else feel badly.	3.27. Students will express a positive view of themselves without making someone else feel badly.
3.28. Compare and contrast cultural identity with other people and groups.	3.28. Compare and contrast cultural identity with other cultures.
5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.	Delete. Inappropriate for 5th grade as perceived "inequity" is open to teacher's opinion.
5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	5.30. Demonstrate knowledge of family history, culture, and past contributions.

Grades 6-8

Draft Standard	Proposed Change
6.7. Identify inherent bias in maps.	6.7. Identify inherent bias in map projections.
7.11. Examine the relationship between stereotypes, bias, and group identity	7.11 Examine the relationship between stereotypes and bias. (Define group identity.)
7.21. Select a <i>province</i> of New Mexico and research its distinguishing characteristics.	7.21. Select a region of New Mexico and research its distinguishing characteristics.
7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	7.28. Describe the obstacles and how people have overcome these obstacles in various societal institutions, including but not limited to education, healthcare, government, and industry.
7.49. Describe the relationship between their cultural heritage(s) and their personal identity/identities.	7.49. Students will describe the relationship between their cultural heritage(s) and their personal identity/identities.
7.50. Identify what students want the world to see when their culture is on display, and how to address negative perceptions.	Delete. Use 7.72 instead.
7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.	Delete. Not a standard but an opinion. Could be an assignment.
7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.	Delete. Not a standard but an opinion. Could be an assignment.
7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.	7.72. Discuss how individuals want to be perceived by others and how to address stereotypes.
7.78. Analyze primary and secondary to explain what impact Mexican Independence had on (the area) that would become) New Mexico.	7.78. Analyze primary and secondary sources to explain what impact Mexican Independence had on the area that would become New Mexico.

7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.	7.103. Identify, explore, and describe the traditions, rites, and norms of the culture to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.
8.5. Identify inherent bias in maps and analyze how they impact cultural memory.	8.5. Identify inherent bias in map projections and analyze how they could influence national and cultural perceptions.
8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	8.16. Accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.	8.30. Research 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.
8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).	8.46. Analyze the significance of the 7 Years' War (French and Indian War).
8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.	8.68. Research how conflicts over slavery led the North and South to war and identify other issues raised that created an impact on citizens of the North or South to support a war.
8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.	8.78. Discuss the impact of significant legislation and judicial precedents in former slave states that perpetuated oppression during the Reconstruction Era.

9-12 Civics

Draft Standard	Proposed Change
9-12.Civ.38. Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.	9-12.Civ.38. Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.
9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.	9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to ensure representation for all citizens in the United States form of government.
9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.	9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government.

9-12 NM History

Draft Standard	Proposed Change
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9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.	9-12.NMH.18. Demonstrate knowledge of each student's family history and cultural background and describe how each student's own identity is informed and shaped.
9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.	9-12.NMH.26. Determine the issues that affected some people's access pertaining to the acts of land redistribution during the territorial period.
9-12.NMH.35. Summarize the impacts that artists have had on our state, and why so many artists choose to live in New Mexico.	9-12.NMH.35. Summarize the impacts that artists have had on New Mexico, and why so many artists choose to live in New Mexico.
9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in our state.	9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in this state.
9-12.NMH.47. Demonstrate historical causation by using	9-12.NMH.47. Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico .
9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)	47 and 48 should be together.

9-12 US History U.S. History standards prior to Reconstruction are traditionally taught in 8th grade and should either be included in 8th grade or removed from high school unless a high school does offer the full course.

Draft Standard	Proposed Change
9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.	9-12.US.50. Analyze the Reconstruction efforts and determine their short- and long-term affects.
9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.	9-12.US.53. Identify the ways in which gender roles have changed since the 19th century.
9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.	9-12.US.56. Evaluate the the economic system of the United States in relationship to equity, equality, and efficiency.
9-12.US.104. Analyze state-sponsored persecution and "othering" including anti-Semitism and homophobia	9-12.US.104. Analyze how the perceptions of racism, sexism, and the "othering" of people groups have changed over time.
9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.	9-12.US.116. Examine Cold War issues such as McCarthyism and the Counter Intelligence Program.

9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.	9-12.US.123. Assess the short- and long-term social and political impacts of different eras in the United States on diverse groups of people (i.e. progressivism, seperatism, World War I, Great Depression, World War II, Cold War, Postwar Boom, Civil Rights, Vietnam War, Era of Social Change, environmentalism, populism, conservatism, liberalism, globalization).
9-12.US.130. Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.	Clarify to ensure this is only an examination of the facts, times, and events and is not a condemnation or endorsement of a chosen lifestyle.
9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.	9-12.US.132. Examine the history of guns in America as compared to other world powers in context with the 2nd Amendment.
9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.	9-12.US.134. Examine the experiences of diverse immigrant groups past and present in the United States.
9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	9-12.US.135. Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.

9-12 Economics

Draft Standard	Proposed Change
9-12.Econ.24. Critique inequalities that exist in economic systems.	9-12.Econ.24. Compare and contrast economic systems including socialism, communism, and capitalism.

9-12 Ethnic, Cultural, and Identity Studies

Draft Standard	Proposed Change
9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.	9-12.ECI.13. Recognize and value all cultures represented in the community without perceiving or treating any culture as inferior.
9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.	9-12.ECI.16. Assess how social policies and economic forces affect social, political, and economic opportunity.
9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

9-12.ECI.21. Investigate how identity groups and others attempt to improve society through individual actions, individual champions, social movements, and local community, national, and global advocacy.

[EXTERNAL] Citizen feedback on NM Social Studies Standards

cbates74@comcast.net <cbates74@comcast.net>

Tue 11/9/2021 4:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I've read through the proposed NM Social Studies Standards. As a parent of three children I feel that this is a pathetic attempt to disguise teaching critical race theory in our schools. If this proposal is passed I along with many parents will be pulling our kids out of APS. This type of propaganda does nothing but divide the population it does absolutely nothing to bring people together or advance any particular group. Labeling and entire race as abusers while labeling another entire race as victims destroys communities. The only thing that has been accomplished so far with this is that now it is perfectly acceptable for members of certain races to do interviews and go on talk shows and call for the complete destruction of another race and unfortunately it's seen as acceptable and even applauded.

Our children don't need to be divided they must be united. They must be taught that anyone regardless of race, gender, ideology, or creed can be anything that they want to be and can accomplish all of their dreams if they are willing to work hard. This type of program is destroying society.

I was born and raised in New Mexico. My Great Great Great Grandparents are pictured in the museum in Old Town. I'm raising my kids here and I along with many others will not sit back quietly and let you try to destroy our culture.

Thank you

[EXTERNAL] Social Studies Standards feedback

Ben Brown <bennethon@protonmail.com>

Tue 11/9/2021 5:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I reviewed the draft for the proposed Social Studies Standards. They are frankly disgusting and Un-American. The proposed standards frequently encourage the children to focus on their racial differences. What is the purpose of this? Why would we want to encourage the children, at such a young age, to focus so heavily on their race? Are you trying to make the children into little racists? I simply do not understand the reasoning behind this kind of instruction. It is as if you are intentionally trying to cause division between the children. It is unfathomable why you would want to do this. Instead, why not focus on our common American heritage?

I am also concerned about the frequent inclusion of leftist politics in general throughout the proposed standard. Gun violence? Police brutality? Why not teach the children the positive aspects of police? How about we teach the children why the founding fathers included the second amendment? (If you're not aware, the second amendment exists so the people can protect themselves from government tyranny.)

The entire proposed standard reads like communist propaganda.

Signed, a concerned American,
Benjamin Brown

[EXTERNAL] Oppose the Proposed Social Study Standards of 2021 NMAC 6.29.11

Julianne Stroup <jstroup@torcschools.net>

Tue 11/9/2021 6:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (82 KB)

TCMSD Petition for Social Studies Standards 2021.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

Dear Mr. Sena,

On September 28, 2021 the Truth or Consequences Board of Education signed the unanimously approved Petition requesting PED grant NM School Districts adequate time to review, research and provide comment to the Proposed draft of the Social Studies Standards. I have attached a copy for your information. We received correspondence from PED stating they would not give us time and that it was important these new standards be put in place as quickly as possible. PED's unwillingness to postpone this hearing and give school districts adequate time to address these standards tells me that this hearing is only a formality and the PED has already made up its mind these social studies standards will be approved and made permanent.

I do not believe that in High School U.S. History, students should be required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg). This is just one example of many of the proposed changes that attempt to indoctrinate our children with socialist ideology that I oppose.

Government funded bias has no place in our classrooms. I emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children.

Sincerely,

Julianne Stroup
Board Secretary
Truth or Consequences Municipal Schools
575-497-0352

Petition of the
Truth or Consequences Municipal School District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

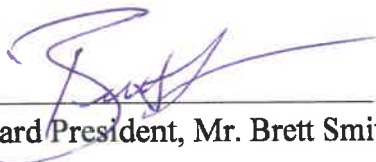
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

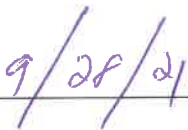
Whereas, the Truth or Consequences Municipal School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Truth or Consequences Municipal School District Board of Education


Board President, Mr. Brett Smith


Date

[EXTERNAL] 6.29.11 NMAC

Donna Johnson <dljohnson4650@gmail.com>

Tue 11/9/2021 8:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a parent and grandparent, I vehemently oppose the proposed Social Studies curriculum 6.29.11 NMAC, commonly known as Critical Race Theory.

Teaching our children about racial diversity is not only disturbing but entirely out of line for ANY school to teach. This is the responsibility of PARENTS, not schools.

This type of curriculum is not education but rather indoctrination. Myself and an overwhelming number of parents absolutely will not tolerate this and will remove their children entirely from public schools should this be instituted. In fact, I will make it my primary mission to encourage as many parents as possible to pull their children out of public education.

I urge you to table this ludicrous plan to initiate this vile program and request a response.

Donna Johnson

[EXTERNAL] Social Studies Standards

Lesley McKinney <lesleymck@gmail.com>

Tue 11/9/2021 8:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello!

I am writing to say that I support the Social Studies Standards as written.

Thank you,

Lesley

[EXTERNAL] changes in public education curriculum

Paul Trone <ptrone82@gmail.com>

Tue 11/9/2021 8:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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STOP with the insanity of extreme liberal ideology in our public schools! Would the left like it if the conservatives help complete power and pushed extreme right propaganda in the schools... CRT advances NOTHING, except MORE racism... NOT less. DO NOT PROMOTE THIS PROPAGANDA at the expense of our children and our country!

STOP IT. if you don't, I believe that the left will lose control in the leadership of our state. The general public knows that this is total garbage.

Paul

[EXTERNAL] social studies cir.

Dennis Sanderson <dcs1sjs2@hotmail.com>

Tue 11/9/2021 8:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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i am a 73 year old, white male, father of two children, one of whom has 4 children of his own. I have an M.B.A with emphasis in finance and am retired following a 40 year professional career. In all levels of formal education I was poorly educated in matters of so-called race. I am well aware of there being only one race, the human race, and that we are all children of a loving God. Words cannot express how strongly I believe in the new recommendations for social studies education in New Mexico. It is critical that our children in New Mexico learn the truth of the history of the country and of our multi-cultural state, and that means being honest with what has and is happening in our country that has disadvantaged people of color and advantaged people with white skin.

Please be firm with effecting these changes and improvements because we owe it to children of all ages and "races" to be honest with them. If that means certain children are troubled by part of what they discover and learn, then it probably also means that the same children can grow to be adults who understand the dynamics of our society.

Respectfully,

Dennis C. Sanderson

.

[EXTERNAL] Public Comment on Social Studies Standards

DONALD D VASSER <wordofhope_1@msn.com>

Tue 11/9/2021 9:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (18 KB)

Social Studies Standards.docx;

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Attached are comments concerning the proposed Social Studies standards. Thank you.

Sincerely,

Debbie Vasser

I have read all the Social Studies standards, and quite frankly, find them troubling. Several of the stated guiding principles are of concern.

For instance, the statement “Incorporating major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity, and diversity” really frighten me. I am 66 and these concepts sound like the language of the Communist Party that threatened to take our country by taking our educational system. If standards such as these pass throughout the country, the Marxists have done what they said they would do decades ago.

“Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives” is another statement I find troubling. I appreciate that Americans come from many different backgrounds, but the purpose of history is to teach the facts of what happened to form the nation in which the student now resides, and to teach how the government of said nation works. I find information concerning these important areas of American history and Civics to be quite lacking in these standards.

The statement “Utilizing historical events from a future focused orientation” almost sounds like you have a desired future for these students, and you are picking and choosing historical facts to encourage the formation of the future nation which you desire for them.

“Developing a future focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and **transforming** future interactions.” This principle, combined with 8.23: “Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and **transforming the future**” causes me to question the goals of the writers of these standards. Do the writers consider the United States of America, as founded, to be defective, and thus are seeking to effect change through the educational system? This is not the role of the educator! The educational system is to give students the tools needed (reading, writing, math, historical facts, scientific facts, etc.) so that the students can then combine these facts with their own thoughts, values, beliefs, and histories in order to come to their own conclusions about how to deal with issues which do and will confront them.

My concern is reinforced as I read in the introduction: “It will also require an articulated district curriculum which connects students to the social world

through **informed instructional experiences led by teachers who are committed to active civic participation.**” I question the world view of those who inform the instructional experiences. I also question what is their vision of the civic participation in which the students will be motivated to be involved. I know that teachers are super influential in students’ lives, and that the curriculum, which we have yet to see, also greatly guides their thinking. Since these standards seem to be designed to get students to question what now is and advocate for something better, I am extremely interested in knowing the world view of the teachers leading this type of instruction, and the world view of those writing the curriculum.

There was much that concerned me as I read these standards. I have tried to summarize my concerns in the following points.

1. Instead of **teaching** American history, they seem to encourage students to **question** American history. I find an alarmingly small amount of information concerning extremely important American history, such as facts concerning the colonies, the founding of the United States, the founding documents that assure our freedom, the impact of religion on the development of our nation, progress brought about through inventions and the industrial revolution, and the way in which our government system allows change to be brought about through laws, just to name a few. It seems the standards are so involved with getting the students to question, critique, compare and contrast, discuss the interactions, etc. that there is not much emphasis given to teaching the facts of our history, the way our government works, and the unique freedoms granted us in this great country.

2. It seems there is not time given to teaching *E Pluribus Unum*—“From the many—One”. Instead, the students are encouraged to see themselves as members of groups—and have group identities. This troubles me because the oldest technique for conquering a nation is to divide and conquer. It seems the students are not encouraged to see themselves as Americans—members of a great nation that has worked through its problems and sacrificed to help others within and without the nation. They see themselves, rather, as people having various group identities. Often the groups are at odds with each other. This is not a good way to teach children the history of their nation in which they have unique freedoms which allow them to live, believe, act according to their consciences, and to make something of themselves, no matter their backgrounds. It seems that there is a glaring omission of discussion of such things as character,

the work ethic, forgiving others, selflessness, etc. If you are encouraging students how to interact socially, these qualities need to be emphasized. Again, my age enables me to remember when students were constantly being reminded “Character counts.” Dr. King wanted his children to be judged by their character. Now it seems that character is not even mentioned. Equity and social justice have replaced character. That is not right.

3. There is much talk about detecting bias in these standards. However, will the students realize that the teachers themselves are biased, as are the writers of the curriculum? Will they realize there is even bias on the internet search engines, which bring up articles holding to certain views while burying articles with opposing views? Will they be taught to question everyone, including their parents—while accepting what the curriculum says, how the teacher leads, and certain teacher-approved sites on the internet? Students are very impressionable and they tend to love and respect their teachers. This gives instructors great power in the formation of the views the students hold. If the method of teaching is to have students question their own history, traditions, and values, and then come to new conclusions within the classroom—this is wrong! In school, the students are to be given the tools with which to think. They are not to be guided into how to think about things. They go out with their educational tools, add to them their values, personal thoughts, family input, belief system—and come to their own private conclusions. Then they go out into society and try to effect change according to their beliefs. This is the mark of a free society.

If the students are guided by the instructors and curriculum into certain new ways of thinking—this seems to me to be brain-washing. The possibility of this happening to the students came up over and over as I read the standards.

4. A question that continually came to mind as I read these standards concerned the basis of judgment about issues. If you have no moral absolutes—and none were mentioned in the standards—then students could democratically vote for anything. They could come to conclusions such as “might makes right.” It seems that when you are having students question, evaluate, compare, investigate, assess, explore, create, distinguish, determine, construct, etc.—you must have absolute standards of right and wrong in place by which to judge and evaluate. If you do not, what is decided on by the majority might be frightening.

5. I notice that “gender” and LGBTQ and “his/her/their” is given prominence in these standards, even throwing in the mention of homophobia along with anti-Semitism in the discussion of WW II. I would hope that, with all the recognition of groups, the people who see multiple genders as emotion instead of science, and see homosexual practice as going against the moral commands of God would also have their views respected in the classroom. I definitely would not want a student to be unkind to anyone holding to gender views and LGBTQ views, but I also would not want students who disagree with these views to be forced to acquiesce to something with which they disagree. I also would hope the parents’ deeply-held views concerning the morality of such things would not be denigrated.

6. The most troubling sections of the standards were the 8th grade and the 9-12 Civics section. These sections seemed to teach American history without many facts of American history—and Civics, without even discussing how our government system works. This is what leads me to believe that the writers of these standards envision a different United States than what was founded in 1776. Leading students en masse in newspeak is not how we are to effect change in a free society. Such standards as the following give me concern. “Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.” (9-12. Civ. 15) “Analyze multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.” (9-12. Civ. 17) (Again—a lot depends on who is leading this discussion, and what the curriculum says.)

7. Considering the talk of CRT today, I was troubled by the following. “Describe the many facets of their identity (Including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.” (8.19) “Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.” These could be rather harmless, but given the “victim-oppressor” mentality today, they could be openings to teaching students that they are in one of those groups. This next quote seems definitely to be leaning toward having students see themselves

as in the “victim” or “oppressor” group: “Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.” (9-12.ECI. 16) In teaching about this, will the ways society has tried to address inequalities be mentioned, such as free healthcare to Natives, increased scholarship opportunities to minorities, etc.?

8. In the overview, I read “Anchor standards establish the universal vision that defines what students should understand and be able to do.” Who is determining what the students should understand and be able to do? Is it the instructors and authors of the curriculum? This seems like the wrong direction for schools to take. It seems to allow the school to infringe on the rights of the parents to lead their children in understanding of facts. Parents and grandparents want educators to just teach the facts, let the students come to their personal understanding of issues based on their world view, and let them continue to live in a free country that gives them the right to act according to their values and conscience. It seems the writers of these standards have a vision of a different country—where everyone thinks the same, owns the same, believes the same. That is called Tyranny. I am fearful of my children and grandchildren someday living in such a nation. These standards seem to empower instructors, via the curriculum and the accepted views in the educational world, to lead students toward unified thinking.

Because of these concerns, I felt compelled to comment. Please remember—your children and grandchildren will also live in tyranny if we allow the government and its educational institutions to teach our children what to think. Please reconsider these standards. They do not seem to foster free thinking.

[EXTERNAL] Social studies standards

Fiana Shapiro <imaginethehours@aol.com>

Tue 11/9/2021 9:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to say that I support adoption of several of the new New Mexico social studies standards, which support environmental education and place-based learning about students' local environment.

Here are some that I support in particular:

Fifth Grade

Theme 4: Human Impact on Environment Anchor Standard

- 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
- 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.
- 5.28. Examine how the physical environment influences human population distribution and land use.

Fourth Grade

- 4.23. Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs.

Third Grade

- 3.26. Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals).

Sincerely,
Fiana Shapiro
Albuquerque, NM

[EXTERNAL] Social Studies Curriculum

JOANN VULLO <joannvullo@gmail.com>

Wed 11/10/2021 3:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please inform the group that they are hijacking a theory name and an elected course from Harvard Law School! No child in K12 is eligible for Law School. Ignorance divides us and if we don't learn from history, the mistakes made will be repeated. We cannot erase these mistakes and can only work to do better. The song, teach the children well Mandate that parents attend a class of their own where information can be discussed, reference material required!

Regards,

Joann Vullo, graduate of Tularosa High School, where we learned history facts and how laws were made and changed, not fairy tales.

Also graduate from Tx Tech where American History and Political Science was required of all degrees with nothing omitted, just the facts!

[EXTERNAL] I AM AGAINST TEACHING CRT IN NEW MEXICO SCHOOLS!

Sylvia Mock <sylvia_mock@outlook.com>

Wed 11/10/2021 5:19 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

A careful examination of New Mexico's proposed social studies curriculum shows there are numerous components of that curriculum which disturbingly reflect Critical Race Theory (CRT). Large numbers of Americans of all political leanings oppose CRT and its divisive approach to history. Therefore this proposed curriculum needs to be significantly revised or completely abandoned.

CRT is not America's actual history. Rather, it is a worldview, unsupported by the evidence, in which all of America's key institutions are inextricably rooted in white supremacy. It is an activist agenda demanding the destruction of those institutions.

Sylvia Mock

Power House Real Estate

Business: (505) 352-5800

Mobile: (505) 239-0548

www.Move2Albuquerque.com

[EXTERNAL] Stop dividing our students!

Lisa Hayes <weeziesdream@gmail.com>

Wed 11/10/2021 6:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am against the proposed changes to the curriculum. I don't want CRT, or whatever you will call it, taught in the schools I help support and provide for. There is no room for all this hate to continue, stop it now! Teach the subjects, not the opinions of those who are trying to push their agenda. Our schools are broken, it is time to say enough!!!!

Lisa Hayes

Sent from my iPad

[EXTERNAL] Social Studies curriculum

Barbara Witt <bwitt12@gmail.com>

Wed 11/10/2021 6:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I disagree that Critical Race Theory should be taught in school. Our history as a nation is not perfect in terms of economic and human rights; however, this curriculum embraces a distorted view that Americans are racist and everything can be expressed in terms of the oppressor and oppressed. Instead of encouraging division and victimhood, our children should be encouraged to understand that we are all Americans and everyone has opportunities for economic advancement based on principles of family, work and education.

As parents, we must have a say in what is taught to our children. Below is a link to a video which I hope you will watch and ponder before you decide what should be taught.

Thank you,
Barbara Witt

https://m.facebook.com/story.php?story_fbid=3347994181902048&id=322728757761954

[EXTERNAL] Adding Personal Finance Education to the Curriculum of our Public Schools

Elaine Sullivan <elaine@cybermesa.com>

Wed 11/10/2021 7:05 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Governor Michelle Lujan Grisham and Mr. John Sena,

I am writing on behalf of the Board of Directors of the Alliance for Local Economic Prosperity (AFLEP) to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

Our Board of Directors passed a resolution in support of this critically important addition to the education needed by all our New Mexico students. Please help our young people to have the strong personal finance knowledge that will benefit them and our state throughout their lives. Please help us join most of the states in the U.S. that are recognizing the value of this part of a student's education.

Thank you,

Elaine M. Sullivan, Board Chair
Alliance for Local Economic Prosperity (AFLEP)
P.O. Box 421, Santa Fe, NM 87504
505-988-9708

[EXTERNAL] Error in 9-12 Social Studies US History

Mitchell Freedman <mfreedman@theaskacademy.org>

Wed 11/10/2021 7:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The following statement in the US History Social Studies 9-12 contains an error. It presently states:

"...the 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..."

The Court forced the State to give Native Americans who lived in pueblos and reservations the right to vote in 1948, which was the result of Miguel Trujillo's federal district lawsuit. In prevailing, NM and AZ had to give full voting rights to Native Americans. Before the lawsuit, if a Native American was residing outside the reservation or pueblo, the Native American had voting rights. If living in the reservation or pueblo, none. That is why Trujillo, who the Commission may wish to add as a person to know either in NM History (where I taught it last year) or Gov Politics (where I taught this year), though US History would be good, too.

I think the error is from Utah, which was the last state to give Native Americans voting rights, which was in 1962.

Otherwise, so far, so good!

Mitchell J. Freedman
The ASK Academy
Rio Rancho, NM 87124
November 10, 2021

[EXTERNAL] Fwd: Opposition to Revision of Social Studies Curriculum

Billie Waters <billiefwaters@gmail.com>

Wed 11/10/2021 8:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Subject: Opposition to Revision of Social Studies Curriculum

I am opposed to the proposed changes being considered which add critical race theory and revisionist history to the curriculum. These ideas are divisive and use language such as "inequality," "racial injustice" and "unequal power" to teach our children that they are instigators and victims of a flawed system. This is cultural Marxism which divides rather than unites our country. The Ethnic, Cultural and Identity Standard as well as Inquiry Standard will support categorical division of individuals and set students up to depend on government for survival. No student should be taught hatred against another student. This is a biased agenda which does NOT ever belong in our public schools.

Billie Waters

[EXTERNAL] Comments on New Mexico's draft standards for K-12 social studies from the Thomas B. Fordham Institute

David Griffith <dgriffith@fordhaminstitute.org>

Wed 11/10/2021 8:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern,

The New Mexico Public Education Department (NMPED) has drafted a much-needed update to its current K-12 social studies standards, which the Thomas B. Fordham Institute rated “mediocre” in [a recent report](#). Among the issues noted in that analysis were the following:

- *In general, the New Mexico social studies standards are poorly organized and difficult for teachers to use.*
- *The civics standards lack detail and don't cover important topics such as federalism or the electoral process at the high school level.*
- *U.S. history content is split across grade 5, grade 8, and high school, meaning the country's founding is consigned to grade 5 and there is no coverage of the last hundred years until high school.*

The draft social studies standards partially address these issues. For example, the new standards are organized by grade level for grades K-8 and by course in high school, making them more accessible to teachers. And the 8th grade standards now cover U.S. history from the 15th century to 1920, meaning there is more scope for addressing the Founding Era at an age when students can appreciate.

That said, the new standards have unfortunate gaps. For example, the last 100 years of U.S. history, including the second World War, the Cold War, and the African American Civil Rights Movement, are still deferred until high school. And perhaps most important, nearly every standard in the high school civics course provides little or no guidance on the *specific* content that students should be learning.

For example, the current draft suggests that high school civics students:

9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.

9-12.Civ.26. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights

9-12.Civ.30. Investigate challenges and opportunities within and between different government entities in New Mexico.

This consistent lack of detail means, for example, that there is no mention of the legislative, executive, or judicial branches in high school civics. Nor is there any mention of bedrock principles such as due process and equal protection. Nor is there any mention of the Bill of Rights (much less, specific amendments or Supreme Court cases).

To be fair, some of these topics are theoretically addressed in earlier grades and/or in the high school U.S. History course. But of course, there are many nuances that fifth graders cannot fully appreciate. Some

concepts will inevitably be missed or misunderstood the first time they are introduced. And in practice, high school history teachers must balance many competing priorities, which is why most states (including New Mexico) require a separate civics course in high school.

Common sense suggests that this course should center on the U.S. Constitution, the Bill of Rights, and the inevitable challenges and trade-offs associated with governing according to the principles embodied therein. But that doesn't mean these things go without saying, or that there is no benefit to specifying the *most* important content.

In short, while the proposed standards are a clear improvement over the current version, the Thomas B. Fordham institute urges further improvements, starting with a more detailed account of the content to be covered in high school civics.

[EXTERNAL] Social Studies Standards

Kendra Powell <kendra_pow@yahoo.com>

Wed 11/10/2021 8:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (16 KB)

social studies standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

November 9, 2021

To the NMPED,

I am a parent of 3 elementary children in the Artesia Public Schools. I have many concerns about my children's future and the country that they will grow up in. They live in a very diverse culture and have many friends. They do not see their friends as black, brown or white. They don't care what their friends look like; they just want to play and have fun. When CRT became a hot topic this past year, I found myself researching it. To my surprise CRT teaches that whites are racist and can't be anything but racist. In other words, whites are incapable of righteous actions on race! My kids don't even know what race means and you are telling me that they are automatically born racist. Children are not born racist; they are taught racism. However, I can choose not to teach racism and choose to teach them to be children of God. I can teach them to treat every human being as they would want to be treated.

I have evaluated the new social studies standards and there are several areas of concern. I notice starting in kindergarten, children are taught identities. This raises the question of how do you plan to identify these children and what gives you the right to label them with certain identities? Then children are taught that they are different and diverse, but don't be mean to each other based on these differences. Which leads me to wonder what in the world are you teaching them that they would feel the need to be mean to each other in the first place? Every year the new social studies standards show teaching children identity and diversification and then tell them not to place judgement or be mean to each other. It's funny how many of us learned social studies and somehow got through it without judging our peers and feeling like they are the ones that did us wrong. We are not responsible for what happened in the past. As of now, kids get along well with each other no matter how diverse, but I have the feeling that once you teach them whatever you plan to teach, that the kids will no longer get along and you will create a society of judgement and persecution.

Another area of concern is the teaching of what was left out of the Bill of Rights, but when do you teach what is in the Bill of Rights and what the Bill of Rights protects? When do you teach what is in the Constitution? When do you teach how the Constitution was derived and what our founding fathers were trying to protect? When do we teach pride in the USA and our state of NM? It appears; you are teaching the opposite of pride and more concerned in teaching hatred. Unity comes from being proud of who we are as individuals and as a country and the obstacles we have overcome to make this a better place to live and a desirable place for all individuals to want to live here in our great nation. Sounds like you are trying to distance everyone versus unite everyone.

I would like to know exactly what you plan to teach about the Ku Klux Klan and white supremacy and oppression? I understand that this topic can be spun in many directions to fit your narrative. I also notice the teaching of Juneteenth or Black Independence Day which may lead to the conversation of Black Lives Matter. This is a very touchy subject, and I cannot guarantee as a parent that I'm going to like your opinion that may be taught to my children.

Words such as: group identity, oppressed, oppressor, power, inequity, injustice, inequalities, unequal power all lean towards Critical Race Theory. Much of these standards are based on opinions. What opinion is represented and what are you wanting to teach is the question. If you are teaching my

opinion, then I might agree, but if you are not, then I have a real big issue with it and I don't want it taught to my children! Then comes the discussion of gender and sexuality. What exactly do you plan to teach in this area? Then I found these words in the social studies standards: "Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression." THIS IS CRITICAL RACE THEORY! Going through these standards, all the Ethnic, Cultural, and Identity Studies are teaching CRT.

I am extremely concerned that The Social Studies Standards, once the Rule approval process has taken place-including a 30-day public comment period, will be codified under NMAC 6.29.11 and will continue to be **mandated** for students in grades k-12. I have also learned that if any of the standards are amended, that neither the school officials nor the parent body will be allowed to look at the amendments. This is unjust! You will be forcing parents to remove their children from the public school system to keep them from being taught critical race theory and hatred of mankind! I hope you will reconsider the social studies standards and remove all critical race theory teachings.

Sincerely,

Kendra Powell

[EXTERNAL] In regards to K-12 Social Studies standards

Lauren Buckles <lbuckles06@gmail.com>

Wed 11/10/2021 8:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To all members of the NM Public Education Department ,

CRT is a belief in systematic racism where everything is tied solely to a system in which people of color are seen as underprivileged, while Caucasians ("white" people) have all the privileges of life. As someone who is in a mixed race family, teaching our children ideas based in CRT is a slippery slope. It requires a belief that a person inherits the guilt of their ancestors. It's in essence saying if someone's father was a thief, then the children must pay for the father's misdeeds. That kind of thinking is, at best, a medieval concept. It's unfair, especially since the children haven't done anything to warrant the title of thief. As it pertains to racism, isn't singling out all caucasians ("white" people) in itself racist? There is not one society that hasn't taken advantage, or suppressed another society for gain. The Romans did it to literally everyone they encountered. The Spaniards did it to the Latin Americans. Egyptians conquered and enslaved countless people groups as well. Even the Native Americans did it to each other...yet, the label of oppressor is almost explicitly tied to the white race. Whites or people of European descent didn't invent the concept of conquering another country or using slavery as a way of cheap labor. Lumping people together because of race that's linked to events in history is irresponsible. A person's moral character defines them, not their heritage or skin color. Using a curriculum based on CRT will destroy the unity we Americans have fought hard to build over the years. There is a reason everyone is clamoring to come here. We are the land of opportunity for every culture. It doesn't matter where we originated. We are a likeminded people who believe in personal freedom. Teach history, even the uncomfortable parts, but don't lay the sin of oppressed and oppressor at the feet of one race when all races are guilty.

A concerned parent,

Lauren Buckles

[EXTERNAL] PED Social Studies Standards

Eli Briody-Pavlik <ebriodypavlik@gmail.com>

Wed 11/10/2021 9:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I write to express my support for the updated social studies standards that are under discussion before PED. As we grow in the future as a state, we must improve our curriculum to include new developments and more complete understandings of our past. The new curriculum will help us do that.

Thank you,
Eli Pavlik
Farmington, NM

[EXTERNAL]

Christina Archunde <eeyore365@gmail.com>

Wed 11/10/2021 9:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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You will not add this kinda crap into our children's learning. Teaching children to judge by the color of skin or by their heritage is WRONG period. I don't even understand how you can even begin to think it's okay. Have we not learned anything from the past that division in any form is not good. Seriously this is not okay.

[EXTERNAL] In Favor of Proposed SS Standards

Flora Sanchez <sanchez.village47@gmail.com>

Wed 11/10/2021 9:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am in full support of the Draft NM Social Studies Standards as provided as 21-15540.

I have carefully reviewed the proposed standards and am impressed with the scope of the revisions to the current standards and importantly of the emphasis on critical analysis and critical thinking from elementary through high school.

I served on the NM State Board of Education from 1996 - 2004. During my tenure, the board received regular testimony from educators and historians that NM Social Studies standards lacked substance and neglected or glossed over important aspects of NM history. The

In my memory the only standards receiving more comment were the science standards. And importantly the comments were, with very few exceptions, in favor of deeper study of NM's history.

It is most unfortunate that the current political climate, rife with misinformation, has resulted in so much negative comment. The truth is that it is the lack of knowledge of and appreciation for a true and accurate accounting of history that creates division. Teaching facts builds bridges between people. In addition, and most importantly, through history we can learn how past societies, systems, ideologies, governments, cultures and technologies were built, how they operated, and how they have changed. ... All this knowledge makes students more rounded people who are better prepared to learn in all their academic subjects.

From my own personal experience, having attended NM schools first through twelfth grades, I know firsthand that lack of knowledge and understanding of our complex history created many issues for me. And as a teacher, throughout my 25-year career, I saw the same issues in my students. It is time that the standards be upgraded and improved.

Please do not be dissuaded by the negative hyperbole. Please pass these standards.

Flora M. Sanchez

5838 Isleta Blvd. SW

Albuquerque, NM 87105

[EXTERNAL] NM Social Studies Curriculum Standard Revision

Fay Yao <fyaogm@gmail.com>

Wed 11/10/2021 9:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Fay Yao <fyaogm@gmail.com>

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To: Mr. John Sena, Policy Division
New Mexico Public Education Department

Dear Sir,

I respectfully submit this written comment for the Committee on Social Studies Curriculum standard revision.

I am Fay Yao, National Representative of the Chinese American Citizens Alliance, Albuquerque Chapter, and a retired Albuquerque Public School educator. I had the pleasure of working at many levels of public education, from elementary through high school, and in the Title One Homeless Program. The Chinese American Citizens Alliance is one of the oldest Civil Rights organizations in the country, founded in 1895, about the same time as the NAACP.

There's a new kind of awareness that history is complicated; it has to do with justice and historical accuracy in the great American story. We are now aware that the teaching of American History has left out some of each. There is an urgency to right the justice and the accuracy.

Asian Americans have been treated as outsiders for too long. Asian Americans has been the scapegoats for various issues throughout our history. Chinese Americans in particular, suffered the 1882 Exclusion Act, the lynching and massacres of Chinese immigrants in 1871 in Los Angeles, to most recently being blamed for COVID-19. Asian Americans were vilified in the '80s during the US auto crisis,' the time when the US car industry crashed in the '80s. It could not compete with imported cars from Japan. Many unemployed auto workers blamed Asian Americans. During that period, in the year 1982 to be specific, two white Detroit auto workers who were laid off, brutally killed a Chinese American Vincent Chin who was out for his bachelor party, mistaking him to be a Japanese. Vincent Chin was beaten to death with a baseball club outside of a McDonald's. The two killers ended up pleading guilty to manslaughter and receiving only a \$3,000 fine and three years' probation.

President Franklin D. Roosevelt used [Executive Order 9066](#) during WWII to incarcerate people of Japanese descent in isolated internment camps from 1942-1945 in response to the attacks on Pearl Harbor. Many of those Japanese are immigrants or are second and third generations born in the United States.

To help our students and to help New Mexico teachers integrate the study of Asian American history and cultures into their classrooms. We would like to present the roles that Asian

Americans have played within the larger history of the United States—and why this history is important for all Americans to know.

Early Chinese immigrant workers laid much of the tracks for the Central Pacific Railroad through the foothills and over the high Sierra Nevada, much of which involved hazardous work with explosives to tunnel through the hills. The completion of the Transcontinental Railroad opened the West, expanded the economy of the United States. Early Chinese immigrants also contributed to the agricultural and fishing industries.

Throughout history, Asian Americans contributes to the American landscape in arts and culture; civil rights, public service and politics, entrepreneurship and business leadership, infrastructure, military & national security, public health, and science and technology.

Therefore, Asian American story is an American story. All the struggles and the contributions – they need to be presented for all to beware, face the realities and learn from each other, to empathize, to sing praises, to mourn, to recognize all of the humanities that transpired. To bridge understanding, and to build solidarity.

The Chinese American Citizens Alliance, together with the Asian American communities at large would like to join effort with the NM State PED and educators and parents to develop lesson plans toward this matter. We would like to keep in communication with pertinent committees and educational leaders to accomplish this goal of enriching the New Mexico State Social Studies curriculum.

Sincerely,

**Fay Yao
Albuquerque**

[EXTERNAL] Social Studies Standards--Approving and asking that Economic Standards be focused on skill building

K Elise Packard <kelisepackard@icloud.com>

Wed 11/10/2021 9:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for the extensive work invested.

With these **proposed standards our students will gain a strong self understanding as well as an appreciation of the complex history and cultural patterns that compose our social fabric.**

We need citizens who can operate our of confidence in their cultural identity and who understand that social justice is always a work in progress, requiring our strong participation.

I suggest that the **Economic Standards be revised to focus on building capacity to understand money and manage personal finances.** Our state suffers from embedded generational poverty. Strengthening financial acumen will enable our students to break patterns that make them victims of those who take advantage of ignorance and limited experience. Building personal finance skills will provide a practical way of creating social equity.

Thank you for your consideration of this input.

Elise Packard, PhD

[EXTERNAL] Opposed to New Social Studies Standards

Travis Johnson <johnson.l.travis@gmail.com>

Wed 11/10/2021 9:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Marguerite Martinez <margra80@yahoo.com>

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To Whom it may Concern,

I am opposed the proposed social studies standards. Specifically the Ethnic, Cultural, and Identity Standards. Kids do not need to be taught to identify with specific groups. They notice the differences on their own. They do not act on them unless taught to do so. The standards appear to serve the purpose of dividing and categorizing our youth on ethnic and cultural lines. By 7th grade we see that students are engaged in an exercise that would, "Brainstorm ways in which New Mexicans might heal from past and current injustices. (apparently from the 1490 to the 1590s) an era where none of these children are to blame for the injustices nor should they feel victimized by this distance past. The curriculum seems to serve the purpose of establishing classes of oppressors and oppressed based on demographic or cultural groups. Note the following:

5th grade, "Explain how groups of people are treated today and in the past is a part of what makes them who they are"

6th grade, "● 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures."

7th grade, " 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

I do not believe that historical injustices should not be taught. On the contrary, they should be, history is not there for us to like or dislike. It simply is what it is. The issue I have is that it appears to be used to classify based on color of skin, religion, or demographic. Oppressor and victim. I believe that rather than making the cultural, or demographic lines in bold, we should be trying to erase them by teaching children that they are not defined or limited by their culture or demographic. In the proposed curriculum By 9th grade, this school of thought appears to be complete, inappropriately confirming that people are defined by their demographic, see below.

9th -12th grad "Ethnic, Cultural, and Identity Studies 19. Diversity and Identity ● 9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups."

We should be teaching that the keys to success are hard work, innovation, education. Our children live in a free world. Life may not be fair however, there is reward for hard work ,innovation, and good character. Children are not limited, or owed something based on the melanin content of their skin, but created equal. They are certainly not limited based on history from the 1490s or 1590s but live in a time where they have opportunity.

I am deeply disturbed by this curriculum that begins with classifying dividing students based on cultural and demographics before they have learned to read. MLK would be appalled. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." The proposed curriculum teaches the opposite.

We have an opportunity to teach character (values) and integrity not to mention, love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.

My mother, a white woman was raised in a converted pig shack with no running water. If we judge based on her demographic she would be seen as more fortunate than most. She was not... I can't look at my children and teach them that their identity is based on their demographic. Schools should not either. You see, demographics are not absolute truth and do not define us. There exist countless examples throughout history where people suffered and overcame regardless of the color of their skin, religion, or cultural affiliation. Please do not bolden the lines based on these demographics. Instead, empower our youth by highlighting the ability to succeed based on character.

Thank you,

Travis Johnson

1001 Acapulco Ct Rio Rancho, NM 87144

(505)331 5576

[EXTERNAL] feedback on Social Studies standards

Mary Jean H. Lopez <maryjeanhl@msn.com>

Wed 11/10/2021 9:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (38 KB)

SS standards letter.pdf;

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Please review attached comment. Thank you.

MARY JEAN H. LOPEZ

11 Cedar Creek Road, Placitas, NM | (505) 235-4277 | maryjeanhl@msn.com

Nov. 10, 2021

John Sena, Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

I am writing to provide comment on the proposed repeal and replacement of 6.29.11 NMAC, Social Studies standards which will be heard on Friday, Nov. 12, 2021 at the NMPED Public Hearing.

I am a lifelong retired educator who taught in the public schools and university and was also the former director of Bilingual Education at the NMPED. I am also a bit of a history buff as well. As a former teacher of bilingual education a number of years ago, I recall having to seek out materials and information on my own about the contributions and conflicts experienced by New Mexico's peoples. Very little was available. I see these new standards sequentially codify core ideas K-12 of what "students should know and be able to do" with increasing complexity. This rewrite gives all students the opportunity to learn about all of New Mexico's history. It is indeed gratifying for me to see this change.

It is critical that all children be able to see themselves reflected in the curriculum that is taught in the public schools. Not only that, but they must also be given the tools to process, analyze and evaluate this information in an unbiased way. These standards do this by systemizing this content in a sequential and comprehensive manner for all children in our schools.

Thank you for offering the opportunity to comment and my compliments to the NMPED specialists who wrote them. They are very good.

Sincerely,

Mary Jean H. Lopez

[EXTERNAL] New Mexico PED revision.

Kaye Kennedy <kaye.kennedy524@icloud.com>

Wed 11/10/2021 9:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I oppose the proposed revision to New Mexico schools social studies curriculum. Although stated this is not CRT, it has all the jargon and buzz words of CRT. Children should never be put in the position of defending their God given race. Children aren't born racist stop the indoctrination. I believe the proposed revisions will hurt and endanger students.

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Dennis O'Toole <dodotoole09@gmail.com>

Wed 11/10/2021 10:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

I am writing in support of 6.29.11 NMAC, Social Studies, the new replacement social studies standards.

I long ago retired from teaching Pre-K through Elementary School classes, but maintain a deep interest in what is happening in our public schools today. The proposed social studies standards are more inclusive and comprehensive in scope than the old ones. I like the emphasis on critical thinking, which will help students discuss opposing points of view based on consideration of the relevant facts.

I ask the Public Education Department to adopt these standards, with whatever minor changes it thinks appropriate. Thank you to the committee for all its hard work.

Sincerely,

Gertrude O'Toole
Santa Fe, NM
trudyotoole@gmail.com

[EXTERNAL] proposed social studies standards feedback

Skyler Hraber <hraber.skyler@nmschoolforthearts.org>

Wed 11/10/2021 10:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Danielle Sullivan <dsullivan@nmschoolforthearts.org>

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To whom it may concern,

A group of us, many of whom have grown up with the current NM social studies standards, have been examining the proposed social studies standards. We would like to demonstrate our support of these new standards and comment on what we find effective about these proposed standards.

We believe that children should be taught about the real, truthful history of the state and country that they are growing up in.

As a kid who went to elementary school in New Mexico's public school system, I was taught a very white-washed, sugar-coated version of history. I learned that in 1492, Columbus stumbled upon a few mean Native Americans, and then Thanksgiving happened, and then Native people and colonizers were friends. I briefly learned that slavery happened, and then Lincoln made it illegal, and then Martin Luther King jr. delivered "I Have a Dream" in Washington, and Obama became president and racism is mostly fixed now! Obviously, the truth of the racism, colonization, and oppression embedded in the history of both the US and New Mexico is much more violent, brutal, and nuanced than this narrative pushed on students.

Unlearning this narrative is frustrating given that it has largely influenced kids' perception of the world during their basic educational years. When learning math, children first learn to count, then add, subtract, multiply, and divide. You build onto the information already given instead of change it. We think that social studies should be taught in a similar way. Rather than substituting truths as kids are learning about history, New Mexico's students should be taught the building blocks to deal with the brutal truth of our history. We're not asking to teach calculus to kindergarteners; but we are asking that kindergarteners are given the skills to learn calculus later on.

We really appreciate that the proposed standards begin to address the idea of introducing diversity in perspectives to classrooms from an early age. We deeply believe that implementing these standards will help students in New Mexico begin to have a meaningful connection to the truth of our community's histories and how those histories influence our state and country today.

Thank you for your time and consideration of our feedback.

Sincerely,

Elena Bunker Ruiz

Hailey Chanler

Annabella Hill

Skyler Hraber

Magdalene Sanchez

Clara West

[EXTERNAL]

Veronica Gonzalez <vlgbazan@hotmail.com>

Wed 11/10/2021 10:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

If I find out you are teaching CRT there will be a law suit. I hope and pray you listen to the parents and not do what you think. You should do.

Sent from Samsung Galaxy smartphone.

Get [Outlook for Android](#)

[EXTERNAL] Found another error: 9-12 Social Studies 3C Gov plus a substantive point

Mitchell Freedman <mfreedman@theaskacademy.org>

Wed 11/10/2021 10:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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4. 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;...

It is spelled Hobbes. Hobbs is of course a city in New Mexico. :)

My comment regarding Gov class standards is this, regarding 3A Gov:

You mention Federalist Paper no. 51, but not Federalist Paper nos. 10 and 37. You should include those two as Madison talks about factions in 10 and makes clear the "principal task of modern regulation" is to regulate the various economic interests that arise in any civilized society. In 37, Madison admits the language may be obscure in the constitution because the founders were themselves compromising, and this helps students make more sense of McCulloch v. Md and Gibbons v. Ogden, which you should also include.

I would dump the Federalist Paper nos. 78-83 to make up the room as Marbury settles judicial review in a manner far more definitive (though one makes good arguments from Hamilton in the Fed Papers in those numbers for judicial review; but again unnecessary).

Mitchell J. Freedman
The ASK Academy
November 10, 2021

[EXTERNAL] Proposed Social Studies Standards

Kathy Brook <kathybrook@comcast.net>

Wed 11/10/2021 10:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the opportunity to provide comments on the proposed new social studies standards for K-12. In general, I support them.

Children in the public schools should be able to see how people like them fit into and contribute to US and New Mexico history and society and they should learn to be respectful of people who may be different from them in a variety of ways. (It is clear that the perspectives of major groups within the US and New Mexico have been left out of the social studies curriculum in the past.) As they grow and develop, children should become aware of the challenges that we have faced as a nation and a state and the ways in which we have succeeded and failed at meeting those challenges.

Students should be able to understand multiple perspectives about issues and form their own opinions about those issues. Teachers should generally be in the position of challenging the student to think more deeply about the issues.

Identity is complicated and can be deeply personal. In a classroom, it is probably not appropriate to insist that students reveal things about themselves that are private -- but they can discuss these issues using history and literature.

Kathy Brook
Dona Ana County

[EXTERNAL] Feedback rule, PED

Terry McKinley <ripmck@yahoo.com>

Wed 11/10/2021 10:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (13 KB)

Letter against Proposed SS Standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: Feedback rule, PED, <Rule.FeedBack@State.nm.us>

As an educator, mother, grandmother, and an American who is very concerned with the degree to which some will go to create divisiveness in our society I strongly disagree with the proposed new Social Studies Standards by the State of New Mexico.

Right now in our state and in our country our children are in need of the best education possible in the areas of reading, writing, and mathematics. Teachers, parents, and students are working hard to try and make up ground that has been lost. In truth, I find these new standards to be open to too much opinion but I also feel that they should not be brought forward at this time if at all. We need to focus on the most important skills for all of our students and take the time to research, review, and discuss fully what these standards will actually look like in the classrooms before they are introduced. I believe at the very least there should be a pause in the introduction of these standards. If there is nothing wrong with them this request should not be a problem.

Ms. Terry McKinley

Deming, New Mexico

575-494-1035

[EXTERNAL] ATTE: John Pena re: comment 6.29.11 NMAC Social Studies standards change

Jeanne Tatum <jbetatum@postinbox.com>

Wed 11/10/2021 10:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (25 KB)

comment Social Studies standards.odt;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please consider the attached document as submission of my written comments concerning the social studies standard replacement.

Thank you,
Jeanne Tatum

November 09, 2021

Mr. John Pena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, NM 87501

Re: Comments concerning Proposed Rulemaking Proposed repeal of 6.29.11 NMAC Social Studies to be replaced with 6.29.11 NMAC Social Studies, to update the social studies standards

Dear Mr. Pena,

I am a former school board member in the state of NM (1995-2000). I have reviewed the proposed changes and also the comments made in regards to the proposed changes. Please accept this email as my comment against the standards change.

I sincerely hope the PED will strongly consider the resolutions submitted by the various school boards, administrators and teachers in requesting more time and study. Our education system has been in turmoil and upheaval for a year and a half between the public health edicts and the change in secretary of education. The “boots on the ground” as it were, are doing their best to keep the students engaged and learning. Enforcing divisive standards at them at this point is completely counter-productive to their success in teaching our children. So please, give the teachers and school boards the respect they deserve by considering their opinion.

With that said, ultimately, I do not agree with the proposed changes in the social studies standards. I believe the standards being proposed are based not on educational theories but on a secular, political legal theory that abdicates personal responsibility for behavior. This has no place in basic education for K-12 students. I do not believe in using education as a political football. I would prefer leaving the standards as they are, or better yet, review prior year standards for reinstatement as opposed to what has been brought forward for approval. Personally, as a high school and college student during the era of “Affirmative Action”, I can attest that decisions made for individuals concerning their acceptance into school, or workplace, based on gender or race instead of merit, are incredibly divisive. Basing an educational standard on essentially that same operational theory is ridiculous and completely political. Not only does it have no place in our educational system, it has no legitimate place in society.

There are many concise arguments in the comments against these proposed standards and rather than reinvent the wheel, I will just join in agreement with the following comments (realizing that pg numbers references might change as more comments are posted):

Maggie Tyndorf, pg 106 of 1080, exhibit 0073
Arleen Standiford, pg 109 of 1080, exhibit 0075
Eloy Macha, pg 227 of 1080, no exhibit number
Jereme Woodruff, pgs 238-246 of 1080, exhibit number 0110
Stephen Kennedy, pgs 412-413 of 1080, exhibit number 0254-0255
Camille George-Florez, pg 432 of 1080, exhibit number 0272
Dr. Ann Garcia, pg 574 of 1080, exhibit number 0348
Danny Parker, pg 601-613 of 1080, exhibit number 0369
Janalee Martinez, pg 614 of 1080, exhibit number 0370

Dave Tofsted, pg 817-822 of 1080, included in Robert Wood, exhibit number 0530
Tammy Davis, pg 852-853 of 1080, exhibit number 0390
Michael Campbell, pg 1011 of 1080, exhibit number 0574

In closing, I reiterate, please do not accept the proposed social studies standards change. I realize the rush to accept these and put them in place by the 2022-23 school year is to appease the current state administration and the progressive agenda. However, I suggest you look at the election results from Virginia and realize that what you pass today can easily be overturned with the next administration. Save our children and teachers the turmoil, step back from the politics and make a serious decision based only on the education needs of our children and not the political needs of a declining progressive administration.

Sincerely,
Jeanne Tatum

[EXTERNAL]

Susan Casey <betrayed4.sc@gmail.com>

Wed 11/10/2021 10:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 10, 2021

Do NOT put CRT into our Social Studies curriculum! Do NOT put CRT into our schools in any form. As parents and grandparents of Los Lunas and Belen school children, we are TOTALLY OPPOSED TO CRT. It is devious, and it teaches students to divide people into oppressed and oppressive. The theory is completely contrary to our Constitution. We are all equal under the Constitution! There are NOT divided groups that oppose one another!

Please make sure my voice is heard!

Thank you.

Susan A Casey

Los Lunas, NM

betrayed4.sc@gmail.com

[EXTERNAL] NM Social Studies Standards Update

Emily Pedone <epedone@lcps.net>

Wed 11/10/2021 10:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am strongly in favor of updating and improving the NM Social Studies standards. I believe that they are long overdue, and we must ensure that students are learning from standards that reflect our best knowledge of historical events and their current effect on how they live their lives today. Teaching from outdated and inaccurate state standards does much more harm than the uncomfortable conversations the new standards may spark.

Thank you!

Emily Pedone
AES Facilitator
Picacho Middle School
She/Her/Hers

[EXTERNAL] Letter in Support of 6.29.11 NMAC, Social Studies

Geneve Villacres <geneve.villacres@omf.com>

Wed 11/10/2021 10:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (131 KB)

OMF_FinancialLitteracySupportLetter.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

Please find our letter attached in support of enhancing k-12 social studies to include financial education.

Thank you,
Geneve

Geneve Villacres | VP/Director Government Relations
916.747.7791 | Geneve.Villacres@omf.com

OneMain Financial®

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November 11, 2021

John Sena
Policy Director
New Mexico Public Education Department
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501

Re: Public Comment for 6.29.11 NMAC, Social Studies

Dear Mr. Sena:

On behalf of OneMain Financial, I write in support of including strong personal financial education standards in the K-12 Social Studies benchmark proposed in the current rulemaking for 6.29.11 NMAC, Social Studies.

OneMain Financial is the largest personal lender in the country and a leader in the financial wellness space. Our lending services give individuals and families options for meeting financial emergencies and improving their credit profiles through financial education. As such, we want to ensure the success of the communities in which we live and operate. Through our customers' experiences, we have found that financial literacy is critical to long-term financial stability, and early access to programs that create financial capability is essential.

Lacking access to financial education can be detrimental to individuals' financial success, and there is an urgent need to address financial wellness in New Mexico and across our country. A 2018 Federal Reserve Survey found that 40% of all Americans do not have \$400 in emergency savings. Further, less than half of U.S. adults (47%) say they have a budget and keep close track of how much they spend (NFCC), and more than half (54%) don't have enough money set aside to cover three months of unexpected expenses (SLGE). Introducing financial literacy curriculum early on in students' education will better prepare them to budget, manage debt, and evaluate investment products.

Strong financial education standards will provide students with life-long skills needed to create financially independent communities throughout New Mexico.

We appreciate your time and consideration on this matter.

Sincerely,



Geneve Villacres
VP/Director Government Relations
OneMain Financial

[EXTERNAL] In support of the proposed NMPED Social Studies Standards

Michaela Gallegos <mlgallegos77@gmail.com>

Wed 11/10/2021 10:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear members of the NM PED:

I am writing today to express my support of the proposed social studies standards. I am a parent with two students in the Albuquerque Public School District. My children are mixed ethnicity and I appreciate the new standards incorporating age appropriate lessons on community, history, and critical thinking. They learn best when they can relate to the subject matter. They see themselves and their commnuty in the proposed standards. I am grateful to the teachers who helped develop these proposed standards.

I ask that you approve the proposed social studies standards.

Thank you for your service to our state and children.

Respectfully,

Michaela Gallegos (she/her)
725 Quincy Street NE
Albuquerque, NM 87110
505-506-6688

I work after 8pm for convenience. Please do not feel obligated to respond immediately to emails sent late in the evening

[EXTERNAL] Social Studies curriculum 2021, for Nov. 12th PED meeting

Kaarina Jager <jkaarina@hotmail.com>

Wed 11/10/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Kaarina Jager <jkaarina@hotmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom This May Concern:

As a prequel, I support studying the facts in 1. New Mexican, 2. American and 3. World History as well as systems of government and civics (4. politics) and resulting 5. economies, especially in New Mexico/United States of America, highlighting common points in various states, countries and cultures. If anything needs to be strengthened in the revised curriculum, it is the education how to establish strong, harmonious two parent families with children that support education!

Scrap the 122 pages of proposals and instead study the following:

Then, Optional, FIRST: God needs to be back in the schools. Morning Devotion and Ethics studies are to be optional but are to include the majority/minority of the population's ideologies and practices (Christianity/Judaism/Islam/Buddhism/Confucianism/Hinduism etc.) and highlight the similarities in various faiths: serving God, family, nation and world ---- peacefully.

SECOND, optional: Philosophies, including atheism, based on the above, can be compared and contrasted in the past and present as far as results in the lives of people's go: constitutional rights of people in various countries, religious and economic freedoms actualized or not. Atheism is to be studied as far as its consequences since the 19th century. Karl Marx and subsequent followers of atheism/central planning created dominating ideologies like Fascism (Italy), National Socialism (Germany) and International Socialism/Communism in the Soviet Union, currently practiced in China, North Korea, Venezuela, Cuba and in varying degree in many countries, murdered millions and oppressed people more than any other ideology in human history.

Our students need to understand that unless we know history and learn from history, we are bound to repeat it.

Sincerely,

Kaarina Jager
Roswell, NM

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Terrence Goldman <mailagent@thesoftedge.com>

Wed 11/10/2021 11:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Terrence Goldman
1232 41st ST
Los Alamos, NM 87544-1915

[EXTERNAL] Public Comment on New Rules

Tiffany Burningham <tburningham@criptext.com>

Wed 11/10/2021 11:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a resident of the state of New Mexico and have many, many grievances with regard to the way our school boards have been handled, how our state is being run and the criminal acts that have been allowed to go on.

As a member of the public I disagree and do not condone the actions of our leaders or the changes they are proposing.

Keep CRT out of our schools. School board officials are ELECTED by the people of their communities. The state has no right to intervene. School boards should be the ones to propose changes that the public can then agree to or reject.

This needs to be voted down. Hard NO to the proposed changes.

Thank you,
T. Burningham
NM Resident

Sent with Criptext secure email

[EXTERNAL] Proposed Curriculum Changes

Daniel Conklin <dcajna888@yahoo.com>

Wed 11/10/2021 11:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I firmly believe the proposed "standards" are misguided and ultimately harmful to the student's education. Even if I supported the basic themes, I oppose the new curriculum. It dilutes what already appears to be thin gruel, and would unquestionably cannibalize studies more important to future success. e.g STEM (or vocational, a curriculum addition that should be explored).. The facts speak for themselves. Despite the continued substantial growth in money and other resources spent on public education, the vast majority of our New Mexican students still can't read or do math at any where near grade level. Once out in the "real world", any potential sense of enhanced self-worth obtained through ethnic, cultural or identity studies will quickly evaporate in the face of that person's inability to read and the realization that they lack the basic skills needed to succeed. If they are at all self-aware, they will not be thanking PED.

Sincerely,
Daniel Conklin

[EXTERNAL] Feedback Re: Social Studies Standards

Patsy Nelson <patsyncnelson@msn.com>

Wed 11/10/2021 11:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

My children attended and my grandchildren currently attend public schools in NM. I am also a member of the NM League of Women Voters. I fully support the revised social studies standards because they include important updates to more fully include the experiences of ALL people in NM. They also encourage students to assess more thoroughly the information they receive from various sources.

The statement by the League of Women Voters succinctly expresses my opinion, as follows:
The League of Women Voters of New Mexico supports the proposed social studies standards. They impart accurate representations of our complex history and develop the civic and analytical thinking skills essential to thriving in our diverse society. As a multicultural, multilingual and majority-minority state, New Mexico's public education system must provide students an understanding of the nature of democracy in learning environments that respect diverse cultures and perspectives.

This social studies curriculum will develop a broad understanding of history and foster an awareness of the rights, privileges and responsibilities of participation in a democratic society. Students will learn to manage resources for the benefit of both present and future generations.

Thank you for accepting my feedback,

Patsy

Patsy Nelson
505-228-5087

[EXTERNAL] new standards

donna thiersch <djthiersch@comcast.net>

Wed 11/10/2021 11:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I reviewed the standards and they look and feel they are right for our students. Thank you for allowing me an opportunity to let you know this progress for our young learners. thank you
donna thiersch

[EXTERNAL] CRT

Loretta Goatcher <jazegr@gmail.com>

Wed 11/10/2021 11:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Fighting racism with more racism is Racist. This is what CRT is teaching, racism.

How about giving our children an education with the freedom on how to think and not what to think.

Thank you.

Loretta Grissom

Registered voter

Sent from my iPhone

[EXTERNAL] CRT

Maellen Blodgett <blodgett bunch6@gmail.com>

Wed 11/10/2021 12:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello.

I am writing in response to the proposed changes to our public school Social Studies programs.

I am completely against dividing our children against one another by telling them one race is superior to another.

I am completely against telling our children that the amount of melanin in one's skin is more important than their character.

I am completely against indoctrinating our children with the idea that their skin color will determine their outcome.

Equality is a great idea in that all people in America have the same opportunities to do what they want and to become who they want to be. We already have this here. Equity is when we all have the same outcome- and that is just not realistic. It is obvious that the person who works hard, shows up on time, and is willing to learn something new, will do much better than the person who doesn't show up to work, doesn't try hard, and refuses to learn and grow. If you push equity, both those people will get the same pay and move up the ladder at the same time. If you push equality, the hard worker will get paid more, as they both have the same opportunity to work hard and grow in their jobs, but one chose not to.

Please stop dividing our children, communities, and country with this 'race is critical to life' mentality. CHARACTER is what counts! Stop ruining our state more than it already is!

Sincerely,

Maellen Blodgett

87111

[EXTERNAL] Social Studies Standards

Anun McCormack <mccormack.anun@nmschoolforthearts.org>

Wed 11/10/2021 12:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

I am a student in New Mexico specifically Santa Fe

i have a few comments on the new social studies standards, they are as follows:

- I enjoy the early development of social acknowledgement so young in kids, I think it is a wonderful step in the right direction.
- There are some goals I feel could be unachievable for younger kids like understanding scarcity, how do you think teachers are going to be able to achieve this
 - The concept of climate change should be addressed in schools, especially if the climate crisis gets worse. The most appropriate age to address this I think would be middle school students.
- How do you plan to prepare teachers for these new standards that you have written
- I'm concerned about the students understanding these standards, how do we as a state asses these standards

[EXTERNAL] DO Not Put CRT in New Mexico's Schools

Sarah Johnson <sarah.abq@me.com>

Wed 11/10/2021 12:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I am writing to demand that the New Mexico does not change its Social Studies curriculum to include Critical Race Theory. I am against the NMPED proposed changes to NM Social Studies for our schools. Please hear the voices of many hundreds and thousands of concerned parents who are against this change.

Sincerely,

Sarah Johnson

[EXTERNAL] NM Resolution PED Social Studies

Anna Johnson <annajohnson381@gmail.com>

Wed 11/10/2021 12:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Joe Cotton <HobbsNAACP@gmail.com>

 1 attachments (303 KB)

2021 Resolution NM Ped Social Studies.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

The Resolution for NM PED Social Studies from the NM State Conference NAACP.

Be Blessed!

Anna Johnson

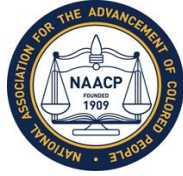
Eddy County Branch Secretary

NM State Secretary

NM State Membership Chair

(925) 349-8692

annajohnson381@gmail.com



NAACP

**NM State Conference NAACP
P. O. Box 3804
Hobbs, NM 88241**

NM PED Social Studies

WHEREAS the current social studies standards in New Mexico were last revised in 2009 and have numerous strengths and cover a wide range of topics; and

WHEREAS the proposed new social studies standards adds to the current standards without removing anything from those standards; and

WHEREAS proposed new standards provide age/grade appropriate, comprehensive, fact based, culturally inclusive, realistic coverage of social studies over time and disciplines; and

WHEREAS critical thinking and respect are emphasized throughout; and

WHEREAS students are encouraged to look at the influences involved in getting them, their families, community, state, country, and the world to where it is today without “making other people feel bad” while demonstrating “respect for the feelings of other people who are similar or different”; and

WHEREAS our children are our future and they must be prepared for citizenship in a diverse global environment; and

WHEREAS the proposed standards will prepare children to be active participants in their future and society; and

WHEREAS students, teachers, parents and the community must be provided education on the standards so they will have an understanding of historical truth and inclusion that might not be part of our education and life experience; and

WHEREAS New Mexico students must be prepared as informed, critical-thinking, respectful global citizens; now therefore BE IT

RESOLVED that the New Mexico State NAACP endorses the redeveloped NMPED Social Studies Standards which focus on knowledge, skills and dispositions critical to ensure ALL students in New Mexico are college, career, and civic ready.

[EXTERNAL] AGAINST the repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies

Chatterley <jlochatterley@gmail.com>

Wed 11/10/2021 12:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Jared Chatterley <jared.chatterley@trinidad.co.gov>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in opposition to the proposed standards that incorporate elements of Critical Race Theory for 6.29.11 NMAC Social Studies. The new language contains content that is divisive, partisan, and unbalanced. If there needs to be improvement in the state standards, it should be more carefully considered. While we need to teach the ability to be kind and think freely, the type of language proposed is incredibly biased and leans toward leftist thinking--not free thought.

Lori Chatterley, CMO

City Commissioner

Raton, New Mexico

jlochatterley@gmail.com

lchatterley@cityofraton.com



[EXTERNAL] Santa Fe Branch NAACP comments on NMPED draft Social Studies Standards

NAACP Santa Fe <naacpsfnm@gmail.com>

Wed 11/10/2021 12:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (234 KB)

SF Branch NAACP edits to NMPED Draft SS Standards.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: New Mexico Public Education Department

From: Santa Fe Branch NAACP (National Association for the Advancement of Colored People)

Re: Proposed Social Studies Standards

November 10, 2021

To Whom It May Concern,

Thank you for the opportunity to comment on the proposed Social Studies curriculum standards. The Santa Fe Branch of the NAACP (through its Education Committee) has carefully reviewed the proposed Social Studies standards. We are honored to lend our support for these thoughtful and inclusive standards. The amount of research and reflective thought involved in this process is evident.

As a local branch that supports education for all children (especially those in New Mexico), it is refreshing to see standards that reflect true and equitable representation of the people of our state, country, and the world. We feel that the standards will greatly aid in preparing our future leaders to be knowledgeable, informed citizens.

In our quest to ensure the inclusion of all communities, we are attaching some specific, detailed feedback that we hope will be as thoughtfully considered as the proposed Social Studies standards reflect.

Please see the attached document for additional details and proposed edits.

Sincerely,

*Louis Levin, PhD, President
Santa Fe Branch NAACP*

The NAACP mission is to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons.

Grade Level/ Subject Area	Proposed Standard	Proposed Edits
Kindergarten	Theme 4: <ul style="list-style-type: none"> • K.21. Explain why and how people move from place to place within a community. 	<ul style="list-style-type: none"> • Include immigration and involuntary movement
First Grade	Theme 1: <ul style="list-style-type: none"> • 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together. 	<ul style="list-style-type: none"> • At end of sentence add "across cultures'.
	Theme 2: <ul style="list-style-type: none"> • 1.9. Compare life in New Mexico in the past to life in New Mexico today. 	<ul style="list-style-type: none"> • 1.9. Compare life in New Mexico in the past to life in New Mexico today.
	Theme 2: <ul style="list-style-type: none"> • 1.13. Investigate significant events, people, and observances in history, and discuss their effects on local and national communities. 	<ul style="list-style-type: none"> • Insert "...effects on diverse local..."
	Theme 4: <ul style="list-style-type: none"> • 1.18. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes. 	<ul style="list-style-type: none"> • Include maps of Indigenous tribes and nations pre-Columbian times
	Theme 4: <ul style="list-style-type: none"> • 1.19. Identify the common symbols used on maps for man-made structures and physical features. 	<ul style="list-style-type: none"> • Include maps of Indigenous tribes and nations pre-Columbian times
Second Grade	Theme 4: <ul style="list-style-type: none"> • 2.24. Generate a definition for your region of the US by identifying unique features. 	<ul style="list-style-type: none"> • Include maps of Indigenous tribes and nations pre-Columbian times.
Third Grade	Theme 4:	<ul style="list-style-type: none"> • The history of the technology of the Acequias system of irrigation and factors that are affecting it now,

	<ul style="list-style-type: none"> 3.25. Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations. 	<p>including water rights and planned usage and climate change.</p> <ul style="list-style-type: none"> The knowledge that Indigenous people are of many tribes and cultures, and are alive and contributing to the development of the State of New Mexico and United States
Fourth Grade	<p>Theme 1:</p> <ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. 	<ul style="list-style-type: none"> 4.10. Discuss the Haudenosaunee/Onondaga Nation agreement as forerunner to US Declaration of Independence. The Haudenosaunee consist of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora nations. The Onondaga Nation lies in the middle of the Haudenosaunee territory and is also known as the Central Fire. The Central Fire is a term used to describe Onondaga as a place where the Hoyá•neh (Chiefs) meet in a Grand Council.
	<p>Theme 1:</p> <ul style="list-style-type: none"> 4.11. Describe the different groups of people that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture. 	<ul style="list-style-type: none"> 4.11. Describe the different groups of people (Indigenous and explorers/pioneers and immigrants) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.
	<p>Theme 5:</p> <ul style="list-style-type: none"> 4.24. Explain why individuals and groups during the same historical period differed in their perspectives towards significant historical events. 	<ul style="list-style-type: none"> "...why diverse individuals..."
Fifth Grade	<p>Theme 4:</p> <ul style="list-style-type: none"> 5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories. 	<ul style="list-style-type: none"> Insert at end of sentence "...territories and how the U.S. acquired those territories..." Discuss the means by which the U.S. acquired and maintains these territories past and present
	<p>Theme 5:</p> <ul style="list-style-type: none"> 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups. 	<ul style="list-style-type: none"> "in main identity groups" is nebulous. Specification needed.

	Theme 5: <ul style="list-style-type: none"> 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are. 	<ul style="list-style-type: none"> Insert "...how diverse groups"
Sixth Grade	Theme 2: <ul style="list-style-type: none"> 6.29. Describe how the people impact the local environment. 	<ul style="list-style-type: none"> 6.29 Delete "the" before people.
	Theme 4: <ul style="list-style-type: none"> 6.41. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies. 	<ul style="list-style-type: none"> Add African dynasties, Egyptian, South African, South Asian, Indigenous people worldwide
	Theme 4: <ul style="list-style-type: none"> 6.43. Analyze the significance of innovations such as scientific, mathematical, and technological in Middle Eastern and Asian societies. 	<ul style="list-style-type: none"> Expand to include African, Asian, other Indigenous societies and Central and South American empires contributions that are concurrent with those mentioned.
	Theme 4: <ul style="list-style-type: none"> 6.44. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the postclassical period. 	<ul style="list-style-type: none"> Expand to include African, Asian, and Indigenous in Central and South American empires contributions that are concurrent with those mentioned
	Theme 6: <ul style="list-style-type: none"> 6.51. Use maps to explain how encounters and exchanges linked the world. 	<ul style="list-style-type: none"> 6.51 Insert "...exchanges with diverse groups..."
	Theme 6: <ul style="list-style-type: none"> 6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society. 	<ul style="list-style-type: none"> Insert "...between diverse groups and..."
	Inquiry 26: <ul style="list-style-type: none"> 7.11. Examine the relationship between stereotypes, bias, and group identity. 	<ul style="list-style-type: none"> At end of sentence add ", including race, gender, disability, national origin"
Theme 1: <ul style="list-style-type: none"> 7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of 	<ul style="list-style-type: none"> 7.14 (Is voting access implicit in "voting"?) 	

Seventh Grade	government (voting, upholding the constitution, petitioning public officials, analyzing issues, etc).	
	Theme 1: <ul style="list-style-type: none"> 7.20. Explain the physical and human characteristics of New Mexico, and use this knowledge to define the Southwest region of the U.S. 	<ul style="list-style-type: none"> 7.20 Insert "...to define the cultural and economic demographics of..."
	Theme 1: <ul style="list-style-type: none"> 7.24. Describe how environmental events affect human activities and resources. 	<ul style="list-style-type: none"> 7.24 Modify "....activities, resources, progress and sustainability."
	Theme 1: <ul style="list-style-type: none"> 7.25. Make connections between the past and modern events from the local, territorial, state, and/or sovereign nations' perspective and predict how the future may be impacted. 	<ul style="list-style-type: none"> 7.25 At end of sentence add "for diverse groups"
	Theme 4: <ul style="list-style-type: none"> 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas. 	<ul style="list-style-type: none"> 7.58 Insert "...political, economic and..."
	Theme 5; <ul style="list-style-type: none"> 7.70. Describe key figures that have made significant contributions to an individual culture. 	<ul style="list-style-type: none"> 7.70 Change "culture" to plural "cultures".
	Theme 6: <ul style="list-style-type: none"> 7.78. Analyze primary and secondary to explain what impact Mexican Independence had on (the area) that would become) New Mexico. 	<ul style="list-style-type: none"> 7.78 Delete ")" after "the area"
	Theme 7: <ul style="list-style-type: none"> 7.86. Explain the role of human movement in shaping societies in New Mexico in the past and present. 	<ul style="list-style-type: none"> 7.86 Change "movement" to "migration"???
	Theme 8: <ul style="list-style-type: none"> 7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present. 	<ul style="list-style-type: none"> Maps are crucial for a visualization of in/out migrations
<ul style="list-style-type: none"> 8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally. 	<ul style="list-style-type: none"> 8.12. Insert "...groups and individuals have..." 	

Eighth Grade	<ul style="list-style-type: none"> 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues. 	<ul style="list-style-type: none"> 8.13. Insert "...multiple and diverse viewpoints..."
	<ul style="list-style-type: none"> 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community. 	<ul style="list-style-type: none"> 8.21. Insert "which negative stereotyping..."
	<ul style="list-style-type: none"> 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results. 	<ul style="list-style-type: none"> 8.22. Insert "...opportunities diverse people..."
	<p>Theme 1:</p> <ul style="list-style-type: none"> 8.27. Define a region by identifying its human and physical features. 	<ul style="list-style-type: none"> 8.27 Insert "...human characteristics and..."
	<p>Theme 4:</p> <ul style="list-style-type: none"> 8.40. Use maps and other primary sources to analyze the economic specializations of the 13 colonies. 	<ul style="list-style-type: none"> 8.40. Use maps and other primary sources to analyze the economic specializations of the 13 colonies including trading partners
	<p>Theme 4:</p> <ul style="list-style-type: none"> 8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies. 	<ul style="list-style-type: none"> Change "...by the role of religion..." to "by religion"
	<p>Theme 5:</p> <ul style="list-style-type: none"> 8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student developed argument by citing specific evidence to track whose rights were added over time. 	<ul style="list-style-type: none"> 8.56 Insert "...narratives and whose rights were..."
	<p>Theme 6:</p> <ul style="list-style-type: none"> 8.61. Compare and contrast Indigenous Peoples' assimilation story with later immigrants' stories. 	<ul style="list-style-type: none"> 8.61 At end of sentence add "and slave narratives".
	<p>Theme 7:</p>	<ul style="list-style-type: none"> 8.67 Insert to begin sentence with "Describe the institution of slavery and indentured servitude and

	<ul style="list-style-type: none"> 8.67. Identify and explain the economic, social, and cultural differences between the North and the South. 	identify..." unless this should be included under Theme 8.
	<p>Theme 8:</p> <ul style="list-style-type: none"> 8.71. Generate research questions about the nature of civil wars in general, and the role of border states/territories in the US Civil War specifically. 	<ul style="list-style-type: none"> 8.71 Insert "...general, the US Civil War, and..."
	<p>Theme 8:</p> <ul style="list-style-type: none"> 8.76. Identify and correct misconceptions about the Emancipation Proclamation 	<ul style="list-style-type: none"> 8.76 Is this where a student should understand the Underground Railroad or might that that be included under 8.79?
	<p>Theme 9:</p> <ul style="list-style-type: none"> 8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history. 	<ul style="list-style-type: none"> 8.79 Insert at end f sentence ", including Jim Crow laws."
	<p>Theme 9:</p> <ul style="list-style-type: none"> 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability. 	<ul style="list-style-type: none"> 8.80 Insert "...people and groups may..."
	<p>Theme 9:</p> <ul style="list-style-type: none"> 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth. 	<ul style="list-style-type: none"> 8.83 Insert "...the historical, contemporary..."
	<p>Theme 10:</p> <ul style="list-style-type: none"> 8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration. 	<ul style="list-style-type: none"> Slave trade?
HS Civics	<ul style="list-style-type: none"> 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time 	<ul style="list-style-type: none"> 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. Critically read amendments following The Bill of Rights
	<ul style="list-style-type: none"> 9-12.Civ.36. Participate in civil discourse to promote greater understanding around historical, 	<ul style="list-style-type: none"> 9-12.Civ.36. Insert "...greater intercultural understanding..."

	contemporary, and future opportunities and obstacles.	
HS Economics	<ul style="list-style-type: none"> 9-12.Econ.17. Explain how and why people make choices to improve their economic wellbeing. 	<ul style="list-style-type: none"> 9-12.Econ.17. Insert "...their individual and group economic..."
	<ul style="list-style-type: none"> 9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico 	<ul style="list-style-type: none"> 9-12.Econ.25. Insert "...trends, policies and practices impact..."
	<ul style="list-style-type: none"> 9-12.Econ.41. Explain the effect of advancements in technology and training on economic growth and standards of living. 	<ul style="list-style-type: none"> 9-12.Econ.41. Insert at end of sentence "living across diverse groups."
HS New Mexico History	<ul style="list-style-type: none"> 9-12.NMH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. 	<ul style="list-style-type: none"> 9-12.NMH.11. Insert "...regional, national, and..."
	<p>Theme 2:</p> <ul style="list-style-type: none"> 9-12.NMH.19. Examine the changes in the Plains of New Mexico as irrigation and cattle ranches expand into the territory. 	<ul style="list-style-type: none"> Black towns of SE New Mexico
	<p>Theme 2:</p> <ul style="list-style-type: none"> 9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA. 	<ul style="list-style-type: none"> Challenges by Reyes Tejerena/Courthouse event at Rio Arribia
	<p>Theme 6:</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> NMH.47 and 48. Something is wrong here. Should this be a single sentence?
<p>Theme 4:</p> <ul style="list-style-type: none"> 9-12.US.42. Analyze the persistence of the "Lost Cause of the Confederacy" narrative and its long term effects 	<ul style="list-style-type: none"> Include the legacy of Jim Crow laws 	

HS U.S. History	<p>Theme 4:</p> <ul style="list-style-type: none"> 9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people. 	<ul style="list-style-type: none"> Include the legacy of Jim Crow laws and other legislation that impacted communities long after the end of slavery
	<p>Theme 4:</p> <ul style="list-style-type: none"> 9-12.US.45. Explain how conflicts over slavery led the North and South to war. 	<ul style="list-style-type: none"> Acknowledge as not the only factor that led to the Civil War
	<p>Theme 4:</p> <ul style="list-style-type: none"> 9-12.US.46. Explore the similarities and differences between reform movements in the United States in the early to mid-19th century. 	<ul style="list-style-type: none"> Reconstruction efforts and how they ended
	<p>Theme 4:</p> <ul style="list-style-type: none"> 9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans. 	<ul style="list-style-type: none"> We fully support this standard.
	<p>Theme 5:</p> <ul style="list-style-type: none"> 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. 	<ul style="list-style-type: none"> Include areas throughout the country that were African American-founded cities
	<p>Theme 5:</p> <ul style="list-style-type: none"> 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century. 	<ul style="list-style-type: none"> We fully support this standard
	<p>Theme 14:</p> <ul style="list-style-type: none"> 9-12.US.128. Evaluate the significance of the 1990 American Disability Act 	<ul style="list-style-type: none"> 9-12.US.128. I think the official title is Americans with Disabilities Act. Please double check. I suggest that U.S. History should include: identify and analyze major trends, issues and advances in health care and health disparities past, present and future (e.g. access, experimentation w/o consent, and social, economic and health care disparities).
	<p>Theme 14:</p> <ul style="list-style-type: none"> 9-12.US.129. Explore the movement against police brutality 	<ul style="list-style-type: none"> Include efforts prior to Black Lives Matter movement

	<p>Theme 14:</p> <ul style="list-style-type: none"> 9-12.US.130. Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes. 	<ul style="list-style-type: none"> Include the lasting social impacts of legislation that aided in the persistence of unequal treatment of individuals in the LGBTQIA+ community
1450 - 1770	<p>1450–1770: The First Global Age Emerges</p> <ul style="list-style-type: none"> (Topics may include but are not limited to Fall of Constantinople, Reconquista, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, African Diaspora, Safavid Empire, Renaissance, Julian v. Gregorian Calendar, Scientific Revolution, Protestant Reformation, Counter Reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.) 	<ul style="list-style-type: none"> We fully support this standard
HS World History	<ul style="list-style-type: none"> 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time. 	<ul style="list-style-type: none"> Include involuntary immigration
	<ul style="list-style-type: none"> 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution 	<ul style="list-style-type: none"> Include the treatment of those in countries other than the US (ex. the aborigine)

	of cultural, ethnic, racial, and religious identities and language.	
Ethnic, Cultural, and Identity Studies	<ul style="list-style-type: none"> 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. 	<ul style="list-style-type: none"> Include other groups throughout the world (ex the aborigine)
	<ul style="list-style-type: none"> 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 	<ul style="list-style-type: none"> We fully support this standard
	<ul style="list-style-type: none"> 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. 	<ul style="list-style-type: none"> Include local organizations and groups as well
	<ul style="list-style-type: none"> 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society. 	<ul style="list-style-type: none"> We fully support this standard

[EXTERNAL] Comments on NM Social Studies Standards

Fae Ordaz <ordaz.fae@nmschoolforthearts.org>

Wed 11/10/2021 12:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Claire Christensen <christensen.claire@nmschoolforthearts.org>; Danielle Sullivan <dsullivan@nmschoolforthearts.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom This May Concern,

Hello, we are students from the New Mexico School for the Arts wanting to provide comments and feedback on the draft of the proposed NM Social Studies Standards for teachers. After reviewing and examining the draft, here are the comments we have made to be considered for review:

- The word identity is used too loosely, and maybe too early in education. It needs to be defined so that each individual can examine their own identity and that relating to the people around them, their family, and the environment.
- I think that with the addition of examining the qualities of good leadership, it is equally important to examine the qualities of bad leadership.
- One thing that is important, just as important as being aware of other people's emotions, is to learn how to debate and appropriately disagree in the right context. A skill that should be taught earlier.
- It is important to describe the land, but also where it came from, and how the American Government got to acquire the land.
- Along with creating questions, it is necessary to provide opinions on situations as well and to learn how to back up the opinion with evidence and source.

Thank you,

Fae Ordaz and Claire Christensen

[EXTERNAL] Social Studies curriculum change

Wendy Chiarelli <wendychiare@yahoo.com>

Wed 11/10/2021 12:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am appalled at the social studies curriculum change that is being considered. It has many parts that are CRT focused. CRT is divisive to all American people and is unsupported by evidence. CRT makes racism where there is none. It creates new racism. It does not solve problems, but creates more hostility and claims things are true that are not true.

While American history has its share of "uglies" that should be examined, there is no need to make something from nothing, to make problems that simply did not exist, to divide us more and create new unfounded problems.

Our purpose in educating is to tell the facts, examine the problems and look for new solutions. It is not to support an agenda.

Let us not switch to this curriculum which is not factual or solution oriented.

Wendy Chiarelli
Rio Rancho

[EXTERNAL] Comments on Proposed Social Studies Standards

Kitty Miller <gatita@swcp.com>

Wed 11/10/2021 12:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

Letter on social Studies.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached please find a letter with my comments.

Kathleen A. Miller

Kathleen A. Miller
2720 Joe Sanchez Rd SW
Albuquerque, New Mexico 87105
gatita@swcp.com

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

I am writing in support of the proposed revised social studies standards, **6.29.11 NMAC, Social Studies**, for New Mexico public education schools (K-12). I am a retired attorney, with many years of experience representing Native American nations and tribal members in New Mexico, Arizona, and Oklahoma. I have taken all required courses to teach social studies at the secondary level. I also have served as a guardian ad litem and on the New Mexico Citizen's Review Board for children in foster care, I taught a program called "Roots of Empathy" in the Albuquerque Public Schools for two years and have volunteered in the public school system for many years.

As an attorney, I am very concerned with the need for more education about our governmental system and how it developed, particularly the role of the courts and the treatment of individual and minority rights. As a mother and grandmother, I am very concerned with the need for children of different backgrounds to learn about each other. Most of all, I want our children to learn to develop a deep understanding of our history, including the roles of slavery and territorial annexation of indigenous lands, and to learn to analyze and contrast different viewpoints in order to be more informed in their own decisions. Our democracy depends on it.

I want to commend the PED for undertaking these revisions. The revisions will promote a different and deeper understanding of the various forces that shaped our country, including economic forces which have led to the increasing inequality of our economic system. They will also accustom students to analyzing different viewpoints, understanding the underlying data, and evaluating credibility of different sources. These skills are essential for any citizen of a democracy, whether they are a pipefitter or a professor. Contrary to some of the criticism, there is nothing new or startling about the standards. They are the same standards accepted in the philosophy of history and employed in institutions of higher learning throughout the world. We cannot continue to disadvantage our children to satisfy those who have developed a mistrust of all higher education.

Respectfully,

Electronically signed November 10, 2021

Kathleen A. Miller

[EXTERNAL] Letter of comment on NM SS curriculum

Casey Hays <casey.hays@hotmail.com>

Wed 11/10/2021 12:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

Attached is a letter voicing my opposition to the social studies standards and benchmarks as they are currently written, especially in reference to the section entitled, Ethnicity, Cultural and Identity Studies.

Thank you for your time.

Casey Hays

A concerned NM citizen, former educator and parent

November 10, 2021

REF: New Mexico Social Studies Curriculum proposed changes

To Whom It May Concern:

After a careful examination of the proposed NM social studies curriculum standards and benchmarks, I have come to the sincere conclusion that the Ethnic, Cultural and Identity Studies addition to these standards and benchmarks is very inappropriate in that it reflects multiple qualities of Critical Race Theory. These CRT characteristics are littered throughout the standards, but are most directly reflected in the ECI sections, so I will comment on these.

The ECI sections focus very heavily on differences rather than similarities shared by fellow Americans, and this is quite disturbing. There appears to be a subtle attempt to revive racial hostility that is most definitely not present in the minds of kindergarteners, first graders, etc. ... not until a teacher plants the idea in fertile minds based on a required standard. The vast majority of the standards in the ECI section do not encourage unity as Americans regardless of race, ethnicity, gender, sexual orientation, etc. Instead, they promote the differences and attempt to reject commonly held American traits in favor of introducing aspects of division and a need for reparation and reconciliation to be incorporated, something that should not be addressed with children who are not part of this national problem. National likenesses that make us Americans and encourage diplomacy should be the focus for the health of our future nation, rather than overtly emphasizing qualities of diversity over unity.

Further, this section attempts to commence a study in segregation and sectionalizing American students into subgroups that leads to a breakdown of American ideals. We are a diverse country, yes. But as American citizens, teachers should be leading by example that we are one nation of unique and diverse people, but indivisible. It is not a teacher's responsibility or duty to help a student find and explore their unique identities or "affinity groups." Too many of these ECI standards are too broad, leaving wide open space for an activist teacher with an agenda to mold young minds with his/her ideology before they even understand who they are or what their role is in this world. The vast majority of these ECI standards are simply ideology rather than historical facts. It is not the place of educators to teach ideology to children that differs from the parents' perspective which they are trying to instill in their children based on a range of factors.

There are many standards addressing "diverse groups" yet there is no explanation of what types of people these groups consist of. Again, these types of standards divide, exclude "un-diverse groups" which I can only assume are the white students in the room, and create a sense that not all groups are important, but only those that "someone" has deemed as diverse, again with no explanation of who is included. Are poverty-stricken white children included? What about wealthy African-Americans? Are they excluded by the privilege of wealth? Who are these diverse groups and why is the focus on diversity without expressing how these diverse groups come together in unity to make one nation? This section of benchmarks appears to have been poorly analyzed and clearly lacks important qualities that must be addressed to complete the study of diversity. For example,

much progress has been made since the inception of this nation to improve racial tension, and yet this is not the focus. And where this is not the focus, an opportunity for CRT teaching exists.

Frankly, the ECI section should be scrapped. It does not teach history; it teaches ideology. Many of the standards lend trigger points for activist teachers (of whom there will be many in this state) to press an agenda or some form of indoctrination of CRT on impressionable minds, which is unhealthy for the future of America.

Outside of the ECI segments of these benchmarks, there is also concern about the references to reasons for police brutality and inferences that capitalism is somehow inadequate, and that students should create an action plan to reach equity and rewrite the Constitution and or Bill of Rights, in essence reject American values in striving for something different. History teachers should teach history, not abject utopian ideas. Again, these standards are inappropriate, and leave too much room for ideology to be taught rather than facts.

Finally, school is not the place to teach controversial and sensitive subjects related to sexual activity, orientation or transgender studies or movements. School is not the place to explore or discuss such private matters, and this national push to sexualize our children at earlier and earlier ages and call it ethnic, cultural and identity studies is unethical on the part of the Department of Education. Some subjects need to be left in the hands of parents, and anything dealing with sexuality is one such topic.

There is a fierce debate over biological gender currently. Parents have the first and foremost right to teach their children their beliefs and thoughts on such matters based on their personal beliefs, religion, morality, etc. LBGQT studies are inappropriate at the primary and secondary school levels when children are impressionable and confused about sexual ideas or not yet mature enough to embrace such ideas, even at high school level. These standards that ask even kindergarteners to explore “identity” which can have various interpretations in our current social climate, lend too much power to educators to indoctrinate innocent minds with ideas that are not in line with those of parents. Teaching historical facts and allowing students to assess them critically based on their own thoughts, ideas and personal experiences is the ONLY job of history teachers. Implementing required and specific standards that address, identity, affinity group assessment, and diversity crosses a line that veers away from history lessons and moves into a category of activism and critical race theory thinking.

Every single one of us is diverse and unique in the eyes of God. This should be the message. This curriculum appears to imply that only certain ethnic groups are diverse because of race or ethnicity and that America has not progressed to a better place throughout history. The focus of social studies curriculum should be to teach historical facts accurately, not identity, and most definitely not ideology.

Casey Hays

A concerned former teacher and parent

501 Rosewood Dr.

Clovis, NM 88101

575-693-7357

[EXTERNAL] Comment on 6.29.11 NMAC, Social Studies

Carmen Bolin <4fourjesus@gmail.com>

Wed 11/10/2021 12:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it concerns:

I am half Hispanic and half Anglo American. Having grown up in New Mexico in an Hispanic community, I am very familiar with prejudice (directed at me simply because I was half Anglo).

When distinctions are made based on one's ethnicity and/or skin color, only bad comes of it.

Critical Race Theory is very dangerous, inciting hatred from one race towards another simply because of what race he was born.

I am STRONGLY OPPOSED TO THIS DANGEROUS THEORY being brought into New Mexico classrooms. Let's, instead, work towards unity, where everyone is equal in God's eyes and in the State's eyes.

Thank you,

Carmen Bolin,

2138 Hwy 48

Capitan, NM 88316

575-937-8651/Carmen

[EXTERNAL] Comment on 6.29.11 NMAC, Social Studies

Daniel Bolin <danbolinm@gmail.com>

Wed 11/10/2021 12:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Critical Race Theory is, in fact, a theory, and a bad one.

Do not indoctrinate our children with this hate propaganda.

Dan Bolin

[EXTERNAL] K-12 Social Studies standards (6.29.11 NMAC)

Byron Zahm <coveredabove@gmail.com>

Wed 11/10/2021 1:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please reject the proposed changes. Let's focus on what brings us together, not what would divide.

Byron Zahm

CoveredAbove@gmail.com

[EXTERNAL] comment

john wymore <jdwymore@comcast.net>

Wed 11/10/2021 1:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Response to Rep. Rebecca Dow

Two of the genetically inherent characteristics of Homo sapiens are short sightedness and xenophobia. They have endured, deep in our psyche, because of just one thing: safety. Consider short sightedness. To take care of the present situation immediately was a matter of life and death, particularly to offspring. Therefore to give thought to what we might call today collateral damage or to pause and consider perhaps greater benefit in the future almost always was disastrous. There was always a price to pay, later; but it meant nothing as long as off-spring could survive long enough to produce their own issue. So natural selection made us not to even think about it. Thus getting the world's population to confront climate change is extremely difficult. As well as not protecting the Amazon for the sake of its imminent commercial value to an ever increasing population.

Xenophobia helps to accomplish the same thing. Encountering someone not from your tribe or even family was always an uncertain situation. The safest thing was and still is to assume the worst and do what ever it takes to remain safe and most of all protect offspring. So just as with short sightedness it worked to keep babies and care takers alive. Today paranoia is viewed as a mental health issue, but it is still the default position because it is the safest stance. As humans developed social organization the number of Others you could trust grew, and societies even made laws about how Others are to be treated. And that, of course, remains open to interpretation. The result is racism, and the difficulty is the fact that the basic feeling, xenophobia, is inherent. Some societies struggle to overcome it, some still encourage it. Authoritarian leaders are adept at exploiting it. One of the favorite moments in the musical South Pacific is when the song, You Have to Be Taught, was sung. (Many people thought it too progressive) It was once removed from the score, but it has returned and is now cherished. But the assumption within those lyrics is wrong, diametrically wrong. The original assumption was that babies are born "good", sociable, and innocent. Not the case. They are inherently and in a very primitive fashion suspicious and inclined to withdraw into the embrace of the caretaker, often the mother, but that's not required. So one of life's great ironies is that what we have to be taught is to overcome xenophobia and learn good judgement. If not directly confronted by family and society it will endure because, once again, it is the safest for the individual. The irony here is that if not confronted it will tear modern, diverse, societies apart .

I was born in 1932 and graduated from high school in 1950. Could we say that during that time there as a "nation wide movement" to instill racism into the minds of children ? That sounds absurd. Yet during most of that time public schools were segregated — de facto if not by policy. Do you ever wonder what were black children being taught during those years?

For me, from first grade through fourth grade, classes were white as could be. In rural Iowa what would you expect ? I don't recall any thing like history being taught. We were learning the tools — readin', writin', and 'rithmetic. But part of that primary curriculum was learning songs. At that time the Great American Song Book (such a formally designated compilation actually didn't exist yet) consisted to a large extent of the songs of Stephen Foster. This is what I remember and what we sang:

"I can hear those darkies singing, Old Black Joe"

"how my heart goes weary longin' for de ole plantation"

"Camptown races five miles long, do-da-do-da"

and also this, which was not Stephen Foster : who is that "they", anyway?)

What a dance do they do

Lordy, how I'm tellin' you

They don't need no band

They keep time by clapping their hand

Just as happy as a cow chewing on its cud

When it's time to beat your feet on the Mississippi Mud.

Times pass and we have Al Jolson in black face singing, Mammy, how I love ya. Finally some time in the 1970s some people had heard of something called Middle Passage which was the appalling voyage from Nigeria to South Carolina. But like CRT most had no knowledge of what it was. Except Randy Newman, who wrote Sail Away.

In America we got food to eat

Dont have to run through the jungle and scuff up your feet

You just sing about Jesus and drink wine all day.

Sail on, sail on, to Charleston Bay.

So much for music which may be the easiest way to instill mindless habits in children and adults. But there was also radio: Rochester on the Jack Benny show (his raspy ingratiating Yeh sir, mista Benny), Amos and Andy with the characters King Fish, Safire, Lighten, which even had a run on TV. Things were changing tho. Remember Sammy Davis Jr planting a kiss right on the mouth of Carrol O'Connor. "Progressives" whooped, conservatives went "Blech"

We finally got over it all. My goodness we've had a black president, two secretaries of state, many senators and representatives, and large corporation CEOs, all with nearly all the various hues of Homo sapien epidermis.

So why is it that we're having George Floyd, Ahmaud Arbery, Black Lives Matter, and "I can't breathe". Police brutality is an issue again. It looked so much like things had changed. But have they? It seems likely as an entry in Wikipedia says "Racism is a result of complex, changing, often subtle and legal issues—as opposed to the prejudice of individuals. So what should we do? Surely there's research and analysis regarding the subject. Indeed. There has been an accumulation of essays, books, academic papers, some of it by agitators and activists. A large body of it accomplished by scholars. What did they find out? Well to really discover that is a gigantic piece of work in itself. What is most certainly true with that large a body of work is that some of it is worthless toward solving the problem, some of it probably essential when pondering practical policy, law and approaches to the problem.

One of the things this huge volume of work reveals was that white people benefited from the presence of a black underclass. Shocking. Capitalism inevitably benefits from any underclass. Cheap labor. Were not slave owners in America white? All of them? It also emerges in the material that an ideology of white supremacy intersects with the presumably unintentional institutional racism. Hardly surprising.

Critics should take the trouble to plow through it and see what there may be of value. Instead many with political loyalties began their criticism with an attack on so-called progressives. That immediately throws shade upon what follows. Rep, Rebecca Dow, for example (Albuquerque Journal Nov 4) claims to want "thorough public debate" after accusing progressives of "hiding the facts" and "engaging in misinformation" and discovers the damning fact CRT ideology stresses "equity" and a "just economic system". Horrors! Then she raises the objection that progressives chant a mantra that the capitalistic system is inherently unfair and must be replaced by socialism. Please, Ms. Dow if you want to be a lawmaker in this country please make yourself aware that capitalism is unfair that's why to make it work it needs to be regulated and socialism has an inclination toward communism that's why to make it work, it, too needs to be regulated. The most successful countries in the world have been those who have managed to develop mixed economies preserving what works and rejecting the insidious qualities that each, capitalism and socialism, possess. That includes us, BTW.

John Wymore
Albuquerque

[EXTERNAL] CRT

Sasha Sanchez <sasha1447@icloud.com>

Wed 11/10/2021 1:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I would like to express my desire to see that CRT is NOT taught in our public school system. It is wrong to tell students that our country is divided by skin color, and that systemic racism truly exists. It does not. And it should not be taught to our New Mexican kids who are already so far behind and every other domain. Please consider my opinion as a mother and a school teacher as well.

Respectfully,
Sasha Sanchez

Sent from my iPhone

[EXTERNAL] Link for Zoom Meeting re Social Studies Standards

Carolyn H. Chan <carochan@aol.com>

Wed 11/10/2021 1:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I understand the public hearing regarding Social Studies Standards has been changed to a Zoom meeting on Friday, November 12, 2021. Please provide the link, passcode, and time for the meeting to Fay Yao at fyao@gmail.com and to Carolyn H. Chan at carochan@aol.com

Thank you.

Regards,
Carolyn H. Chan
Past National President
Chinese American Citizens Alliance
(505) 835-5179
carochan@aol.com

[EXTERNAL] Social studies curriculum NM

Tracie Maxey <clmprod@plateautel.net>

Wed 11/10/2021 1:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To PED of NM,

I am very concerned with the direction of our public education system considering we are RANKED 50TH in the country!!! With that pathetic ranking, why is our focus not on math, science, reading, basic finance/business, health, mechanics/welding - subjects necessary to give students knowledge and skills to gain self worth, pride, and confidence to market themselves and get a good job to support a family; as opposed to an entitled, poor me, I'm oppressed, what can I get for free directive that our country and education system has adopted!

When we have had a black President, the richest woman (Oprah) is black, many black millionaire athletes, black doctors, black entrepreneurs, black military leaders(Colin Powell), Sec of State Condoleezza Rice, just to name a few - why don't we use them as examples of role models to inspire and encourage our students to be the best they can be, as opposed to dwelling on a past of slavery/inequality that has long been prohibited and rectified!!

Socialism/Marxism is a recipe for disaster as has been proven in Soviet Union, communist China, Venezuela, Cuba!

If America is not the land of endless opportunities, then why are people from all over the world flooding our borders?? Our students need the tools (solid education not 50TH), encouragement, and guidance, AND definitely not how oppressed they are, goodness gracious such negativity being fed to our youth, in this land of opportunity.

Noteworthy quote from President JFK: "Ask not what your country can do for you - ask what you can do for your country"

Sent from my iPad

[EXTERNAL] New social studies standards

Bison <blackcallidyr@protonmail.com>

Wed 11/10/2021 1:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We literally just voted against a bunch of white hating, crt loving, school board candidates who were puppets of the teachers union. How do you respond? Explicit crt instruction in our schools. You're literally a racist, garbage excuse for a human being.

Sent from ProtonMail for iOS

[EXTERNAL] New Mexico Social Studies Standards

Brian Hill <fifteenfifty@yahoo.com>

Wed 11/10/2021 1:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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There is entirely too much emphasis placed on "identity groups" and those things that divide us. We are already more divided than a healthy society would be. No one is suggesting sugar coating history; by all means provide an accurate representation of the injustices that occurred. This is not an excuse to train children to find differences among themselves today.

Once upon a time I thought parents who home schooled were misfits at best. Never did I imagine I could seriously consider such a path myself, like I am today.

A concerned New Mexico parent,
-Brian Hill

[EXTERNAL] Social Studies Standards

Mary Lange <mlange_79@yahoo.com>

Wed 11/10/2021 1:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear New Mexico PED,

I am writing you today to express my family's concern with the new Social Studies standards that have been proposed. Included in these standards are racist, anti American, critical race theory, Marxist indoctrination. In the introduction to these new standards the PED has stated that our children need to be taught this for "the health of our democracy." This statement shows why New Mexico is last in education. We are not a democracy, we are a **CONSTITUTIONAL REPUBLIC**. Through my research I have found that the New Mexico PED has spent a lot of tax payer money on fulfilling the 10th pillar of communism. The New Mexico PED has paid Attorney General Merrick Garland's Son-in-Law's company, Panorama Education, to survey our children. An example of one of the survey questions include "how often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability, or sexual orientation?" Questions such as these have introduced a very scary and UN-American idea into our children's mind.

As a native New Mexican I have gone through our state's education system. We were taught the good and the bad about history. I fear that with these new standards our children will be taught to look upon their fellow student as the oppressed or oppressor. We have fought a Civil War. We have passed the 1964 Civil Rights Act, which the Democrats opposed. In the New Mexico public education system I was taught not to "judge a person by the color of their skin but by the content of their character." If the PED institutes these standards we will be filling the content of our children's character with poison. They will be taught to put their fellow human beings into categories based on a racist, Marxist, judgmental theory. As a native New Mexican and proud American, it is instilled in us to have respect for the feelings of people no matter what their race, gender, religion, or sexual orientation. It's what America is all about!

Our history is the tie that binds us together. Please do not institute these divisive standards. We will end up with our future New Mexicans diminished and divided, rather than strong and inclusive.

Thank you for your time today,
Mary Lucas

[EXTERNAL] Social Studies Standards

Angela Walker <anwalker@sfps.k12.nm.us>

Wed 11/10/2021 1:46 PM

To: Feedback, Rule, PED <Rule.FeedBack@state.nm.us>

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It is crucial to the long-term flourishing of New Mexican students and our state as a whole that we adopt the proposed social studies standards.

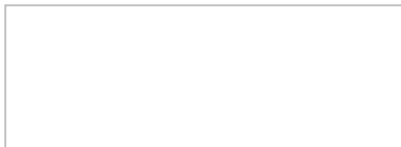
These standards will prepare New Mexican youth to think critically, to engage in their community, celebrate diversity, be able to bring their whole selves to the classroom, see the interconnectedness of their education and lives, and lead our state through the challenging years ahead.

I believe that the most patriotic of citizens are able to see both the strengths and the flaws of their country, and have a duty to look reality in the face.

Thank you.

Best,

Angie Walker
she/ella
STEM Coordinator
Curriculum & Instruction
Santa Fe Public Schools
(505) 469-3012
anwalker@sfps.k12.nm.us



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[EXTERNAL] Education Propaganda

Jared Chatterley <jared.chatterley@trinidad.co.gov>

Wed 11/10/2021 1:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: jlochatterley@gmail.com <jlochatterley@gmail.com>

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I am writing in opposition to the adoption of the proposed education standards that incorporate elements of Critical Race Theory for 6.29.11 NMAC Social Studies. The new language and proposed curriculum changes are blatantly biased, not consistent with truth or historical facts, and in essence are an effort to promote government sponsored propaganda and indoctrination. The rise of a whimsical social movement based on lies and misinformation does not constitute the need to change education curriculum unless it is to expose critical race and other whimsical social theories and movements as a means by which individuals and organizations destabilize governments and societies.

Regards,

Jared Chatterley

Father of 3

Resident, Raton New Mexico

Jared Chatterley

Director

City of Trinidad, Colorado

Office of Outdoor Recreation

719-680-4078

"A little recreation never hurt anyone." -Professor Horace Slughorn

Harry Potter and the Half Blood Prince

TRINIDAD • TRUE OUTDOORS

[EXTERNAL] Proposed Social Studies Curriculum

Maya Pappler <mayapappler@abhs.k12.nm.us>

Wed 11/10/2021 1:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear NMPED Legislators,

My name is Maya Pappler, I am an 11th grade student at Amy Biehl High School in Albuquerque, New Mexico. My school has very actively taught us different perspectives other than the white history that is generally taught in public schools. Our humanities courses have given us access to LOTS of information and have absolutely given us the space to develop our own opinions and beliefs. We have been taught historical facts not opinions. I am FULLY in support of the proposed social studies curriculum. It is not radical, nor is it indoctrination, to teach us the messy history of our world and country. Students deserve to feel seen in their classrooms. All of us deserve to have our stories told. If you believe it is indoctrinating your children to teach them about the history of people from different backgrounds and walks of life, you need to reconsider what you have been teaching your children. New Mexico (and America) is diverse and the story of our dark past needs to be taught without rose colored lenses.

Thank You

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[EXTERNAL] Changes to 6.29.11

samuel and kerri utnage <utnages@gmail.com>

Wed 11/10/2021 1:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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When reviewing the proposed changes to the Social Studies requirements, found in 6.29.11, I found some things of concern that make me opposed to these changes.

First, We are introducing a relatively new concept, commonly referred to as CRT. This concept is not universally accepted and is causing a great disruption in schools across the country. We should learn from this and not repeat this mistake. Our schools need no more disruptions after the last 2 very difficult years. Second, the proposed studies have troublesome material. A common book used for primary aged children is, [Not My Idea](#), a children's book that called racism "a white person's problem and we are all caught up in it". This is not acceptable as it is clearly racist. Any time any group is singled out by the color of their skin it is wrong, but then to blame that group is what leads to hate crimes, or even worse. The NM PED would be responsible for teaching that racism against people that are white is okay and justifiable. Third, CRT is biased-taught from one viewpoint-not a broad look at history.

Please do not change the current way Social Studies is approached in NM.

Thank you,

Sam and Kerri Utnage
4325 Alpine Ct
Las Cruces, NM 88011
(575)551-8234
utnages@gmail.com

[EXTERNAL] Accept new Social Studies curriculum .. We MUST teach facts of history

Min Kantrowitz <mkainc@aol.com>

Wed 11/10/2021 2:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Students must learn to grapple with the difficulties of the past in order to make wise decisions as citizens!

[EXTERNAL] MESD Social Studies Input

Teresa Salazar <teresa.salazar@mesd.us>

Wed 11/10/2021 1:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

📎 1 attachments (553 KB)

MESD SS Response.pdf;

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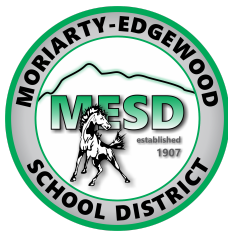
Dear Deputy Secretary Warniment,
Attached is the MESD feedback on the NM Social Studies Standards.
Respectfully,
T. Salazar

--

Teresa K. Salazar
Superintendent
Moriarty-Edgewood School District
505.832.4471



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MESD gathered feedback from teachers in Kindergarten through 12th grade on the draft standards. The goal was to vet the standards through a professional lens and then provide specific feedback with the hopes of providing NMPED with relevant feedback to guide adjustments to the draft standards. MESD was unable to do a deep dive at each grade level due to time constraints.

K-12 General Positive Feedback:

1. The inquiry standards can be integrated easily into other content standards.
2. The inquiry standards could lend themselves to project-based learning.
3. The standards focus on leadership abilities and qualities.
4. The color-coding of the standards makes it easy to differentiate focus.
5. Standards are teacher-friendly and straightforward. Could easily be put into kid-friendly language.
6. There is a strong relationship between community and self. A concept of interdependence.
7. The ease of use is appreciated: simple and straightforward. Teachers can easily identify and understand what they are to teach based on the breakdown of the various sections and standards.
8. The standards place a stronger emphasis on the ideals of civics, civic action, and civic virtue.

K-12 General Concerns:

1. The standards are very general with little specificity and are left open to interpretation.
2. There is a missing emphasis on evaluating founding documents and analysis work.
3. Concerns around the developmental appropriateness of some standards and teaching certain topics in a public school setting. For instance, past injustices may be too difficult to discuss in the classroom due to their sensitive nature and the lack of clarity written into the standards. Other examples include the use of "hypothetical", "othering", and requiring community service.
4. Some standards are not developmentally appropriate in scope and sequence (Inquiry 1.21.1.3- primary and secondary sources)
5. Some of the standards would be better fitted in a health or science course, such as Multi-Identity Interactions (9-12.US 141, 9-12.140, Theme 5 2.27-2.29)
6. K-5 Global Diversity and Identity -Theme 5 addresses topics that are better fitted for Social-Emotional Curriculum and learning.

[EXTERNAL] Proposed Social Studies Standards

Sally Davis <sallyhi.d@gmail.com>

Wed 11/10/2021 2:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern in the N.M. Public Education Department,

I am a former public school teacher and now a grandmother of one student in A.P.S., with five more grandchildren headed to public school soon.

I fully support the proposed changes to New Mexico's Social Studies standards. I believe the standards will:

- prepare our young people for the world of tomorrow, for a world of global trade and competition, for jobs where teamwork is more important than ever.
- encourage our young people towards positive social interaction. This is important because more of the jobs of the future lie in positive social interaction, as automation depletes production jobs.
- help students develop a spirit of community. That's especially important in a rapidly changing world where ever smarter machines threaten to dominate our lives.
- allow for a diversity of views.
- teach students that understanding of and tolerance towards other cultures is a strength, patriotic and an American ideal.
- show us it's important to be from a place, a people, and a culture. They will help students to study, value, and preserve their own cultural heritage.
- give students knowledge about how to be sociable, how to get along with each other.
- teach about bridge building between groups that have had trouble getting along in the past.
- will strengthen the idea that the most tribal and the most cosmopolitan communities can co-exist.
- will help our students make good economic choices as adults.
- help students develop a better understanding of themselves and each other.
- help our young people create a world where there is room for everyone and each person is valuable to the group and belongs.
- help our young people understand that freedom and the spirit of community can co-exist.
- set a high bar for knowledge and skills in New Mexico students.
- teach important civic values and will help our students be better citizens.

I do not agree with the state Republican Party's charges that the standards:

- Impose a progressive/liberal bias to historical facts
- Indoctrinate students with the "false theology" that our country has systemic racism and inequity and our capitalistic system must be replaced with a socialist system.
- encourage division and victimhood, and fail to teach we are all Americans.
- do not help students realize we all have opportunities for economic advancement.
- fail to teach what has made America great.

Those arguments reveal the willful blindness of the state Republican Party to facts about

- inequality in the U.S. (See Pew Research's [6 Facts about Economic Inequality in the U.S.](#))
- opportunities for upward mobility in the U.S. (We rank 27th in the world. See [here](#), [here](#) and [here](#).)

The standards are a terrific guide for teachers and will create many inspiring lessons. Kudos to all who developed them. In the words of a first grade standard, they have shown "how people work together to accomplish a common task and how this benefits ... people."

Sincerely,

Sally Davis
418 Vassar Dr. NE
Albuquerque, NM 87106
505-273-4752

[EXTERNAL] New Mexico Social Studies Standards from a students point of view.

RosaMaria Trujillo <rosamariatrujillo@abhs.k12.nm.us>

Wed 11/10/2021 2:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED and legislators.

I am a student at Amy Biehl High School. As a student, this will affect my learning and impact how I view the world.

We should replace the current Social Studies curriculum due to the fact that our current curriculum is one-sided and doesn't shed much light on what actually happened like the specific details of how sharply colonization changed the lives of Native Americans and Hispanos on this land. It glorifies all the atrocities that have happened in the US (Kit Carson, Juan de Onate, and westward expansion aka Manifest Destiny, for example). If we switch to these new standards then students will be more open-minded, aware of their history, and realize that there's more to the world than just the US and more perspectives inherent in history.

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[EXTERNAL] New Mexico's social studies standards

judymc@cybermesa.com <judymc@nets.com>

Wed 11/10/2021 2:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I would like to support the efforts to update the social studies standards for New Mexico schools. My daughter attended Santa Fe public schools years ago and was lucky to have some excellent teachers who taught history and civics in a much livelier and engaging way than the textbooks dictate. There were no curriculum standards for the district then, so great teachers were free to challenge their students. Unfortunately, it was not so great for those kids who had teachers who needed more structure.

Too much of what we teach our children seems to be simple one-sided "fairy tales" in the primary grades. From the lack of historical perspective on the American or american story that is evident in public discussion, it appears many received no further or more nuanced education later in elementary or high school. History and social studies at bottom means stories about our past and present so we can understand where we come from and where we are headed. It seems to me that the more stories and more diverse stories that we listen to, the better understanding we might have. I'm certain our kids are discerning enough to deal with multiple points of view and to get more comfortable with the gray areas. And this to me seems more exciting and likely to engage kids in conversation with their teachers, classmates and families.

I am really tired of "sound bites" and slogans being hurled around as if that constitutes some kind of serious public conversation. I hope that you can look beyond that in your deliberations.

Thank you.

Judy McGowan
Santa Fe, NM

[EXTERNAL] social studies standards

Kari Jensen <jensenk.28@gmail.com>

Wed 11/10/2021 2:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

To all who have spent countless hours developing these new standards, kudos to you. As a retired middle grades Social Studies teacher, I welcome the changes you have brought forth. Helping students to become inquisitive, informed and active participants in our society is an important and daunting task, but these standards rise to the occasion, with consideration of ethnicity, diversity and inclusiveness . I welcome these updates.

Kari Jensen
Santa Fe

[EXTERNAL] Proposed Social Studies Standards

Deborah Minor <1dlminor@gmail.com>

Wed 11/10/2021 2:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear John Sena, Policy Division,
New Mexico Public Education Department

I am writing this to you to voice my opinion on the above matter.

I am completely against these proposed policies having read the draft. It appears that is is **full** of a new form of racism language, anti-capitalism, anti-police, anti-Hispanic (which I am), anti-American (which I am), anti-gun and just as importantly anti-American. Further more the Constitution and The Bill of Rights are NOT a racist document full of "inequities".

Why do you or others want to "shame" children because of past history, teach it yes, but not with the horrible slant that is being proposed.

I shall close this request now, as I do not wish to become angry about this any further.

Regards,
D. Minor
American Citizen

[EXTERNAL] Social studies proposal

Marie Avery <mcaverymonte@gmail.com>

Wed 11/10/2021 2:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (871 KB)

0117211105.jpg;

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My comments coming through tomorrow via fax to the Secretary of State.

Thanks

M Avery

[EXTERNAL] Curricula changes

Elaine Summerhill <jato791@yahoo.com>

Wed 11/10/2021 2:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom It May Concern:

I am opposed to the changes being recommended to the Kindergarten to 12th Grade Social Studies curricula. The proposed changes are racist in origin and I shudder to think how it may make a Hispanic child feel about themselves and their ancestors as it teaches the that Hispanics and Law Enforcement Officers are inherently bad people. Nothing is further from the truth!

Our educational system is already at the bottom of the barrel in national rankings. Our kids deserve better than this. They deserve an education devoid of radical, race based, politics. Perhaps if more time were spent on the three R's and less on this social justice nonsense, our educational ranking would rise and our kids would actually get a better and much deserved education. I object to my tax dollars being spent to teach racism & bigotry.

My only question is how much are you (collective you) getting in kickbacks from those putting this nonsense out there?

Sincerely,

Mrs Elaine Summerhill

[EXTERNAL] Comments on the proposed changes to the social studies curriculum

XAVIER ZUBIATE <XJZ72@msn.com>

Wed 11/10/2021 2:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I am against implementation of the proposed social studies curriculum changes. These changes will lead to division among students, encourage students to fall into seeing themselves as victims instead of encouraging them to achieve their true potential. We should be lifting our children up, not pushing them to self loathing or seeing themselves as helpless. These changes are a divisive approach to history and are politically charged. The classroom is not the place for pushing politics and political agendas. Our children are already emotionally overwhelmed. Do not add guilt and helplessness to their plates.

Sincerely,
Mary Zubiate

[EXTERNAL] Proposed New "Social Studies" Standards

MICHAEL DICKER <mpdicker@aol.com>

Wed 11/10/2021 2:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM PED,

I wish to object to the proposed change to the "social studies" requirements. This pushing to mandate new material for our children that includes divisive ethnic and identity topics is not only counterproductive, but an impediment to national unity.

The standards contain skewed history, promoted to cause division and is producing serious tribalism. The ideology is destructive to our state, our nation, our children's future, and devastating to any stability.

My family is of mixed ethnic origins, yet we only declare ourselves as Americans — ethnicity is not a factor to emphasize — but character is!! I have contacted many parents outside our state who have experienced first-hand the effects of CRT. Not only have their children been subjected to emotional trauma, but also it has caused significant hostile interaction within the various student bodies.

It is not in best interest of this great state of New Mexico to proceed with the proposed focus on ethnic and identity topics — we are all Americans — who make up the greatest nation on the planet - we cannot afford to continue to divide the nation. Let's get off this self-destructive bandwagon and off the ethnic and identity focus — we can do better than that.

I recommend that we drop this effort and revert back to the previous standard. If we are to rewrite the standard, we should by all means eliminate the ethnic and identity topics at a minimum.

Respectfully,

Michael Dicker, Parent and Concerned

Albuquerque, NM

[EXTERNAL] Proposed Social Studies Curriculum Changes

Kelley Pounds <kelleypounds@gmail.com>

Wed 11/10/2021 2:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a concerned grandparent whose three grandchildren, who are Latino/white, attend school in New Mexico. I am also a lover of history, and I have personally studied New Mexico history extensively. I understand that no matter which country's history we study, there are good and bad issues to address, some of which can be very sensitive and hurtful. However, I believe in teaching whole history, both good and bad, in the context of the people living at the time, and not from a perspective that pits one present-day group of people against another. The current trend in teaching social studies and history seems to be one which designates some students as victims and some as oppressors based on their connection to specific ethnic groups, and this trend unfairly stigmatizes United States history as primarily aggressive and suppressive. This is a one-sided and divisive approach that perpetuates cultural wounds and can make children feel negatively about themselves. I do not believe this current trend, which is attached to critical race theory, is what our children need. A whole-history approach--taught with understanding and empathy for all--is a much better way to empower all students in their learning of social studies and history.

Thank you for your time.

Sincerely,
Kelley Pounds
Corona, New Mexico

FW: Letter regarding social study standards

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Wed 11/10/2021 3:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (90 KB)

Scanned from a PED Xerox.pdf;

-----Original Message-----

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Wednesday, November 10, 2021 2:44 PM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: Letter regarding social study standards

FYI

-----Original Message-----

From: Constantine, Consuelo, PED <Consuelo.Constantine@state.nm.us>

Sent: Wednesday, November 10, 2021 2:43 PM

To: Sena, John, PED <John.Sena@state.nm.us>

Subject: Letter regarding social study standards

Good day, John -

I hope all is well. Attached please find three letter that came today regarding social study standards.

Thank you,

Consuelo M. Constantine | Executive Assistant Office of the Secretary

300 Don Gaspar Ave. | Santa Fe, NM 87501

C: (505) 309-2801 | Main: (505) 827-6452 Check us out here: NMPED

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-----Original Message-----

From: PEDxerox@state.nm.us <PEDxerox@state.nm.us>

Sent: Wednesday, November 10, 2021 2:42 PM

To: Constantine, Consuelo, PED <Consuelo.Constantine@state.nm.us>

Subject: Scanned from a PED Xerox

Please open the attached document. It was sent to you from PED

1292 of 2909

6.29.11_Exhibit_0727

Attachment File Type: pdf, Multi-Page

Multifunction Printer Location: Apodaca Bldg 1st Floor South

Multifunction Printer Name: 1st_Floor_South_ALC8055

Public comment in support of the:

Newly drafted K-12 Social Studies Standards 2021

To whom this concerns,

Passing up-to-date, comprehensive and equity-based social studies curricular standards will improve social studies education for all New Mexico students while encouraging critical thinking and exploration of important history and systems in New Mexico, the United States, and the world. The state of New Mexico has demonstrated courage in developing standards in a controversial academic arena that will ultimately encourage civil engagement in a polarized society. The new standards incorporate concepts centering on social justice, tribal sovereignty and sustainable futures that will help protect our children, neighbors and future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Giselle Piburn', with a large, stylized initial 'G' and a long, sweeping underline.

Giselle Piburn

Santa Fe, NM

Public comment in support of the:

Newly drafted K-12 Social Studies Standards 2021

To whom this concerns,

11/8/21

Passing up-to-date, comprehensive and equity-based social studies curricular standards will improve social studies education for all New Mexico students while encouraging critical thinking and exploration of important history and systems in New Mexico, the United States, and the world. The state of New Mexico has demonstrated courage in developing standards in a controversial academic arena that will ultimately encourage civil engagement in a polarized society. The new standards incorporate concepts centering on social justice, tribal sovereignty and sustainable futures that will help protect our children, neighbors and future.

Sincerely,

Daniel S. Piburn

 11/10/21

Santa Fe,
New Mexico

State of New Mexico

Department of Education

Santa Fe, NM

To Whom It May Concern:

As a parent, a retired classroom teacher, and Director of Curriculum, I am very concerned about the proposed revision of the Social Studies guideline and curriculum. Let me remind you that we are supposed to teach students how to think objectively, not what to think. We are not supposed to interject our political and cultural biases into our classrooms.

In Social Studies we teach about the world as it is, the geography and where it is, regions of the world and where they are and what they look like, history as it really happened (not how we wish it had happened), continents, countries and how they are alike and different, governments and the correct terms to describe how they operate and other factual information.

It is my opinion and what I was always careful to remember that political views and cultural customs and religion were the values taught by parents and the family. We expect educators to instruct our students as equal individuals no matter what they look like, or what culture they represent, or any other differences they may have. We are all American citizens and we should not be trying to be divisive, we should be trying to educate students to be knowledgeable, responsible, contributing future citizens of our country.

126 pages of guidelines is too detailed, too many, too long, and does not allow for schools and communities to have much say in the curriculum presented to their students. It is my hope that you will edit the proposed guidelines to be what they are supposed to be: guidelines. Be careful not to overstep your authority and forget the actual purpose for these guidelines.

Please consider all the parents, students, and teachers of New Mexico. Do the right thing.

Camille George - Flores

[EXTERNAL] CRT

Kathy Cooksey <kathy@ronnykathy.com>

Wed 11/10/2021 3:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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CRT is racist, Marxist, and dangerous. It hurts children and should never be required in schools!--

"A happy marriage is the union of two good forgivers." -- Ruth Bell Graham

www.sandiabaptist.org

[EXTERNAL] New social studies standards

Dennis O'Toole <dodotoole09@gmail.com>

Wed 11/10/2021 3:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

November 10, 2021

I'm writing in strong support of the newly drafted New Mexico social studies standards, 6.29.11 NMAC, Social Studies. Decades ago I began my career as a public historian teaching American history to high school students in a Boston suburb. Much has changed since then -- history happens, as they say -- and the teaching of American history in our schools and popular culture has hugely changed as well. But these draft standards not only show that the committee that put them together has kept abreast of major changes in the American scene and in New Mexico but have also identified the most pertinent content areas and thinking skills needed by student citizens today.

If I were teaching U.S.history at the high school level today, I would welcome the standards for the way they are articulated and dig into the fifteen theme areas with enthusiasm. They make the teacher's responsibility for organizing lesson plans, identifying the most pertinent teaching materials, and testing and guiding students in their individual development easier to focus on. They will, in short, prove to be highly useful.

Our schools should aim to educate engaged citizens who know how to find and interrogate sources, respect and understand those culturally different from themselves, and listen carefully and think for themselves. These proposed standards, should they become the rules of social studies instruction and be adopted widely across our state, will take us a long way toward achieving these fundamental educational goals.

Yours,

Dennis O'Toole

Santa Fe, NM

dodotoole09@gmail.com

[EXTERNAL] No CRT or 1619 project for NM schools

ernie.01@comcast.net <ernie.01@comcast.net>

Wed 11/10/2021 3:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Teach, not indoctrinate students.

It is my hope and expectation that decisions will be made based on what is best for ALL students in New Mexico schools in order to promote higher level thinking and rigorous learning. Thank you for your thoughtful consideration of my feedback. This feedback is also attached as a document for convenience. Please feel free to contact me.

Respectfully submitted,

Lori Rogers
505-228-8842



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**Health and Wellness Educator,
CEO and Founder
Health and Wellness by Lori
Shaklee Independent Distributor**

Showing people simple steps that yield great results toward reaching optimum health and wellness is my passion. I build relationships ~ I don't want to walk alongside someone for a day, but for a lifetime.

Start your wellness journey by going to my website or contacting me!

[Health and Wellness by Lori](#)

"Be kinder than necessary, for everyone you meet is fighting some kind of battle."

Thank you to the group of educators who served to develop the draft of the standards. It is an intense and daunting process. Thank you as well for the opportunity to provide feedback regarding the proposed changes to New Mexico Social Studies Standards.

I served 28 years in public education Pre-K - 12th Grade in New Mexico in various roles including Teacher, Instructional Coach, Principal, and Director of Instruction and Accountability. During my tenure in public education, I served in a leadership role in implementing and assessing Standards Based Instruction. I respectfully submit the following feedback regarding the proposed changes to New Mexico Standards - repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**.

Feedback on specific standards includes standards that are well written and promote critical thinking, complexity of cognitive processes - Depth of Knowledge Levels 3 and 4 addressed, and concepts which are balanced. Additionally feedback includes concerns regarding standards that are not balanced, are leading, biased, subjective, and can not be measured and/or assessed objectively. When instructors and instructional leaders look at data to improve instruction, the data needs to be solid in order to maximize the opportunity for learning.

Performance Standard:

2.27. Express a positive view of themselves without being mean or making other people feel bad.

Feedback:

How will this standard be measured or assessed?

Performance Standard:

3.27. Express a positive view of personal identities without making someone else feel badly.

Feedback:

How will this standard be measured or assessed?

Performance Standard:

4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment.

Feedback:

How will this standard be measured or assessed?

Performance Standard:

5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.

Feedback:

What is a "main identity group"? How is "main identity group" defined? Who determines what a "main identity group" is?

Performance Standard:

5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

Feedback:

How are the groups of people referred to determined?

How will this standard be measured or assessed?

Performance Standards:

- 6.5. Identify where and how to locate sources to best answer a research question
- 6.6. Distinguish among fact, opinion, and reasoned judgement in a source. Identify the author's/ authors' perspectives and possible biases.
- 6.7. Identify inherent bias in maps.
- 6.8. Evaluate the credibility of a source by determining its relevance and intended use.
- 6.9. Formulate a claim based on evidence from primary and secondary sources in response to a question
- 6.10. Support a claim using a variety of sources and perspectives
- 6.11. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6.12. Use primary and secondary sources to analyze conflicting and diverse points of views on a certain topic.

Feedback:

Promotes critical thinking particularly in the areas of identifying biases and evaluating credibility. Complexity of cognitive processes included - Depth of Knowledge Levels 3 and 4.

Performance Standards:

- 7.5. Analyze various forms of media to identify polarizing language, logical fallacy, and reasonable judgment.
- 7.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use.

Feedback:

Promotes critical thinking.
Complexity of cognitive processes included - Depth of Knowledge Levels 3 and 4.

Performance Standard:

- 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

Feedback:

What is the reason for the focus on an individual being limited by belonging to a group (ie. identity group)?
Why is the standard limited to negative perceptions? This is leading.
How will positive perceptions be addressed?

Performance Standard:

- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community.

Feedback:

Does this include positive and negative stereotypes? If not, it is leading.

Performance Standard:

8.89. Examine both sides in debate or academic discussion of politics in response to immigration.

Feedback:

Does this standard included legal and illegal immigration? If so it is balanced and promotes critical thinking by looking at all sides of an issue. If not, it should include both as omission of the relevant information eliminates the opportunity for critical thinking and complexity of cognitive processes such as Depth of Knowledge Levels 3 and 4.

Performance Standard:

9-12.Geo.27 Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond.

Feedback:

Ethical judgments and appropriate ways to respond by whose standards?
How will this standard be measured or assessed?

Performance Standard:

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

Feedback:

Biased language - What about the history of knives, fists, swords, etc. as compared to other world powers and the consequences of knife, fist, sword, etc violence on American society past, present, and future?

Performance Standard:

9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.

Feedback:

Omission of relevant information - does this standard address anti-illegal immigrants or anti-legal immigrant sentiment? It should be both. Omission of the relevant information eliminates the opportunity for critical thinking and complexity of cognitive processes such as Depth of Knowledge Levels 3 and 4.

Performance Standard:

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

Feedback:

Biased language - Why are Native Americans and African Americans singled out?

Performance Standard:

9-12.US.140. Analyze US government policies to reduce climate disruption.

Feedback:

How will science be incorporated during analysis?
Opportunity for critical thinking and complexity of cognitive processes through the use of multiple sources for information.

Performance Standard:

9-12.US.141. Compare and Contrast the response and plan of the US government during the Covid-19 pandemic with the AIDS epidemic and the 1918 influenza.

Feedback:

How will science be incorporated during analysis?

Opportunity for critical thinking and complexity of cognitive processes through the use of multiple sources for information.

How will a situation that is still in progress be compared to past responses?

HS World History - Sample Topics by Time Period:

1945–Future: Global Interconnections Accelerate (Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S.A, China, Russia), International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, September 11th, Afghanistan War, Iraq War, Arab Spring, Great Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid-19 Pandemic, WHO, NAFTA/CUSMA, etc)

Feedback:

How will science and data from multiple sources be incorporated?.

Opportunity for critical thinking and complexity of cognitive processes through the use of multiple sources for information.

Performance Standards:

9-12.WH.2 Evaluate the credibility of sources from a range of media (print, internet, audio, visual) by examining origin, author, context, content, and corroborative value.

9-12.WH.3. Gather relevant information from credible sources representing a wide range of views and note inconsistencies in the information.

9-12.WH.4 Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly and substantively from multiple sources.

9-12.WH.5. Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims.

Feedback:

Opportunity for critical thinking and complexity of cognitive processes if origin, author, context, etc is discussed and how it can impact view/perspective in reporting.

Performance Standards:

9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.

9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.

9-12.WH.35 Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.

Feedback:

Is this designed to target a specific group(s)?

Language is biased and leading.

Performance Standard:

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

Feedback:

Is this designed to target a specific group(s)?

Language is biased and leading.

Performance Standard:

9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.

Feedback:

What about the cultural, ethnic, racial, and religious identities and language those assimilating offer to a group to which they are assimilating? Is it all a loss? What are the benefits those assimilating offer?

Language is biased and leading - implies those assimilating are less than and have nothing to offer.

New Mexico students deserve robust opportunities for learning which include critical thinking as well as opportunities for higher level thinking. We have a unique opportunity to increase the level for which students analyze, discuss, and apply learning in critical areas of learning. In order to maximize the learning opportunities standards should be balanced, objective, and measurable.

It is my hope and expectation that decisions will be made based on what is best for ALL students in New Mexico schools in order to promote higher level thinking and rigorous learning. Thank you for your thoughtful consideration of my feedback. This feedback is also attached as a document for convenience. Please feel free to contact me.

Respectfully submitted,

Lori Rogers
505-228-8842

[EXTERNAL] Comments on proposed rule 6.29.11

Anita Statman <anita@gopnm.org>

Wed 11/10/2021 3:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Robert Aragon <robert@gopnm.org>; Steve Pearce <steve@gopnm.org>

 1 attachments (426 KB)

RPNMtoPED3.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached please find the comments from the Republican Party of New Mexico. We will be in attendance on zoom Friday at 1pm to testify.

Regards,

Anita Statman

Vice Chair for Congressional District 3

Republican Party of New Mexico

[Anita@gopnm.org](mailto:anita@gopnm.org)

505-490-0141

Newmexico.GOP

Facebook.com/Republican Party of

New Mexico

November 10, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Comments on the Proposed Social Study Standards of 2021 NMAC 6.29.11

Mr. Robert Aragon, first Vice President of the Republican Party of New Mexico will present our public testimony on Friday, November 12th.

On behalf of the Republican Party of New Mexico I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only two choices. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.

3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
9. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)
10. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)
11. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

Sincerely,

A handwritten signature in blue ink that reads "Anita Statman". The signature is fluid and cursive, with the first name "Anita" and last name "Statman" clearly legible.

Anita Statman,
Vice Chair for Congressional District NM-3
Republican Party of New Mexico

[EXTERNAL] Comments on 6.64.20 ruling

Celia Einhorn <celia.einhorn@gmail.com>

Wed 11/10/2021 3:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Celia Einhorn, Supercomputing Challenge, here

I wonder

If the meeting in Marby Hall can be Zoomed and recorded?

If the committee has had discussions with state CS and education departments...wouldn't it be wonderful if they could collaborate on a couple of courses?

If the Supercomputing Challenge is considered an endorsed professional development?

I love seeing this endeavor as it is a long time coming

[EXTERNAL] Comments on proposed rule 6.29.11

Anita Statman <anita.sffrw@gmail.com>

Wed 11/10/2021 3:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: a_e_doherty@yahoo.com <a_e_doherty@yahoo.com>

📎 1 attachments (423 KB)

SFFRWtoPED.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached, please find the comments from the Santa Fe Federated Republican Women.

Regards,

Anita Statman

President, Santa Fe FRW

Regional Director, Northern New Mexico, NMFRW

Executive Committee NMFRW

1225 Parkway Dr, Suite C, Santa Fe, NM 87502

505-490-0141

www.SantaFeFRW.com

[_@Statman_Anita](#)

anita.sffrw@gmail.com

November 8, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Comments on the Proposed Social Study Standards of 2021 NMAC 6.29.11

Ms. Anne Doherty, Education Committee Chair of the Santa Fe Federated Republican Women will present our public testimony on Friday, November 12th. Please advise as to the process and time.

On behalf of the Santa Fe Federated Republican Women I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

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2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.

3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
9. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)
10. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)
11. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

You may reach me at anita.sffrw@gmail.com or 505-490-0141 regarding providing testimony.

Sincerely,

A handwritten signature in blue ink that reads "Anita Statman". The signature is written in a cursive style with a large, stylized initial "A".

Anita Statman, President
Santa Fe Federated Republican Women &
Regional Director of Northern New Mexico, New Mexico Federated Republican Women

[EXTERNAL] New Social Studies Curriculum

Katie Hammack <katie_hammack@yahoo.com>

Wed 11/10/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good Afternoon,

I am writing this email to object to, in the most strenuous way possible, the proposed changes to the Social Studies curriculum for our New Mexico students.

I have read over the proposals and find that this subject matter is far more suited to a collegiate elective course than to a High School curriculum.

I do not object to having our students think critically about problems our nation faces, but they are better able to learn and discuss this reasonably at an older age.

I also do not agree that these are the issues that need to be discussed regarding our nation's history or current events. The far left ideology being pushed by these conversations is totally inappropriate. True history should be taught and our children should learn from both it's successes and it's failures.

Perhaps some examples of the evils of communism/socialism could be addressed so they can see how truly abhorrent your ultimate agendas are.

Sincerely,

Katie Hammack
Mother of a Student Who Will Not Be Taught This Trash!

Sent from my iPhone

[EXTERNAL] Proposed Social Studies changes and CRT

Jan Smith <jazzy10188@yahoo.com>

Wed 11/10/2021 3:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Moore (Dr.), Kenneth "Ken" <kenneth.moore@alamogordoschools.org>

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Ladies and Gentlemen:

I have reviewed this proposal and offer the following:

1. There is a very heavy teaching of world history through out all the grades.
2. United States history is very light and is intermingled with world history.
3. New Mexico history is so intermingled with world history that it is hard to tell where one leaves off and the other begins.
4. There is no instruction pertaining to the Declaration of Independence, Bill of Rights and the Constitution of the United States. These are the basics of our country.
5. History as well as other areas is almost all about the Civil War, slavery and group and gender identity. There is no balance.
6. There is actually instruction within concerning redesign of the Constitution and political institutions. This does not belong at all. It is purely political in nature.
7. The United States of America is a republic not a democracy and if one would teach the the Declaration of Independence, Bill of Rights and the Constitution, one would see this. The difference between the two should be taught.
8. The proposal is not clear about what would be taught about the levels of government from local to national, how they are elected, the process, the difference of the three branches of the national government, what they do, how bills are made, the process of passing them to the other branches and of course the Supreme Court.
9. I realize that when our President of the United States rejoined the Paris Climate Accord, that we also are bound to follow the United Nations Directives as to education of our children which includes teaching how to protest when those around them will not join in the Climate Change agenda they want. This is made clear in each and every level, from 1st grade through 12th grade, by this "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." And, "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." This is purely political and does not belong in our education system. We can teach our children to be critical thinkers without teaching them when and how to protest when they don't get their way.
10. Gender identity, personal identity and group identity do not belong here.
11. In short, this policy is heavy on world government and history and does not teach American History or Civics that would be helpful for our children living in these United States of America. After all, we are Americans and deserve a better policy in teaching our history.
12. Systemic oppression, why are we teaching this. Yes we had slavery, several different peoples came here as slaves and indentured salves but thankfully we have been consistently working out of that for many years. This should be taught as part of our history.
14. History and geography are important, but should be taught so that we have a basis of learning from the mistakes.
15. I think we can do better than this and give our children a good education without ramming incomplete global history down their throats.
16. This policy leaves so many openings for CRT to be taught on the sly as well as openly.

I have made comment concerning CRT to Dr. Moore of Alamogordo Public Schools and he asked me to please share my comments with you. Those comments follow:

"I am expressing my disapproval of any kind of or resemblance of this theory to be taught at any level of education in our schools. I see no good outcome of this teaching. I see that the only outcome will be installing racism within our children which will continue upward and outward into our families and

community. Why in the world would we pit our children against each other, against moms and dads, against siblings. Why would we want any of our children to think of themselves as being less because of their skin color. Why would we want our children to think of themselves as bullies because of their skin color. Why would we, how dare we, and shame on us for even thinking this is a way to teach children of any age.

If your goal is to make our schools top in the nation, this CRT theory is the one way that will keep us from reaching that goal. When I attended APS, we were top in the nation as far as education. We did that by teaching reading, writing and math along with science, history, geography, and civics. We were taught to be critical thinkers.

Our children are frustrated, bored and angry. They are tired of going over and over the same information that they have been over and learning for years. There is more to education than teaching to the test. Children crave learning new things. Challenge them, don't social engineer their hearts and confuse them. Let our children have the opportunity to become educated, not socially engineered to have a dark heart.

Thank you for this opportunity to voice my displeasure and concern. If I can be of any help to you, please do not hesitate to contact me."

Thank you.

Sincerely,

Jan Smith
1708 Snow Drive
Alamogordo, NM 88310
575-415-7520

[EXTERNAL] Crital Race Theory

Rebecca Johnston <rajohnston7@icloud.com>

Wed 11/10/2021 3:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I am a retired New Mexico teacher, having taught elementary special education, 4th grade & 5th grade, & high school special education for a total of 28 years. I am strongly against teaching Critical Race Theory in our schools. We need to teach the basics, as well as the history of your country & the world.

Please take this under consideration.

Sincerely,

Rebecca Johnston

[EXTERNAL]

Kimberlee Aguilar <kimberleeaguilar@icloud.com>

Wed 11/10/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We oppose critical race theory being taught to children in the education system
Robert and Kimberlee Aguilar.

Sent from my iPhone

[EXTERNAL] Social Studies public comment

Christina Herrera Furst <chfurst@gmail.com>

Wed 11/10/2021 4:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear NMPED and legislators,

I have taught high school history for thirteen years and teach my students *how to think* critically, not *what* to think.

That means providing them with multiple viewpoints and so they can make their own informed opinions. That means teaching them how to evaluate credibility and reliability of sources, and, with something like this public comment activity, the importance of reading through the standards before they try to develop an opinion.

I support my children and my students learning to consider how others were affected by decisions made in the past. I support my children and students learning how to see beyond their own experiences and identities and consider the perspectives of those who are different from them (whether that be people of a different religion, ethnic group, racial group, sexual orientation, etc.).

As humans, identity plays a huge role in how we interact with others and the choices we make. To ignore that fact is disingenuous. Identity and power dynamics have been mobilizing forces throughout history. That's a fact. To ignore that fact and purposely omit it from the dialogue and standards is irresponsible and puts politics ahead of teaching kids how to think critically. These young people will be making decisions in just a few short years--shouldn't we let them practice these vital democratic skills before they are asked to do so as voting adults?

I have read through and support adoption of the new standards.

Thank you,
Christina Herrera Furst
Social Studies/Humanities teacher at Amy Biehl High School
2021 Finalist for NM Teacher of the Year

(I do not see evidence that many of the dissenting commenters have read the actual standards. While critical race theory is repeated, I have not seen any reference to a specific standard that they take issue with.)

[EXTERNAL] Proposed Social Studies changes

Melinda Lewis <melindaabq@yahoo.com>

Wed 11/10/2021 4:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The idea that teaching the truth about white Europeans decimating Native populations and the truth about the existence of slavery and all its abuses is "politicizing" history is utter nonsense. Some Anglos and Hispanics just don't want to acknowledge the relationship among the races and the privilege that we Whites have enjoyed, including the teaching of a very slanted view of history, up until now. The PED should approve changes that teach a more accurate, factual, and culturally aware version of history and economics.

Melinda J. Lewis (she/her)
10017 La Paz Dr NW
Albuquerque, NM 87114

505-255-7637--home (landline with answering machine)
505-506-5966--cell

"If a dog will not come to you after having looked you in the face, you should go home and examine your conscience." Woodrow Wilson

[EXTERNAL] Re: SS Standards

Lee White <whitel@lovingschools.org>

Wed 11/10/2021 5:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern,

I am sharing some feedback that our social studies teachers have shared with me.

History is defined as a chronological record of, the subject matter of, a branch knowledge of significant events, natural phenomena, or explanation of past events that defines history. However, imparting the knowledge (teaching) of history involves more than just content knowledge. The proposed new standards for New Mexico fall somewhat short in truly defining what should be definitively taught, without such a definition oftentimes leads to opinions being infused. History, is just that, a factual account of past events. As educators, we believe the facts must be shared in an impartial, neutral way in which the audience is afforded the opportunity to understand the impacts that these events have had over time.

Furthermore, we feel that New Mexico has played an important role throughout the history of North America and the impacts that have occurred are noteworthy enough to be included and not left to opinion or options, examples of such events are the use of Navajo Code Talkers, the Bataan Death March and the Manhattan Project. These events deserve to be readily shared with every student in New Mexico, as well as the rest of the country to highlight their overall significance. The new standards do not identify them and thus, would be left to chance by teachers who value their importance.

Overall, the wording throughout the new standards remains vague and left for interpretation. Thus, will some teachers impart knowledge that is beyond the mental and social development of the student for the grade level that they are assigned? We recognize that a scripted resource is not appropriate, nor is it feasible, so we feel that the committee's recommendations of the use of "power standards" should be considered to ensure that a proper scope and sequence can be properly formulated.

We feel as though additional time is needed to appropriately review the standards and implement quality changes that are age appropriate. Updating standards should be considered, but adequate time must be provided to ensure that the intent and implementation is readily apparent to every stakeholder.

Lee White
Superintendent
Loving Municipal Schools
(575) 745-2010
(575) 745-2002 (Fax)
whitel@lovingschools.org (email)
Providing students the skills to thrive!
I'm All In!

[EXTERNAL] Social Studies Rule Feedback

Kenneth W. Bewley <kbewley@risd.k12.nm.us>

Wed 11/10/2021 5:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (16 KB)

Professional Development Plus Delta on S.S.docx;

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These are not general comments.

These are the notes taken during an all-day session of social studies teachers with specific notations and suggestions.

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ELEMENTARY

POSITIVES

CONCERNS

Standards and topics give students more of a global perspective as opposed to a more local perspective

- Inquiry based standards tie into already taught Reading and Writing ELA standards
- Standards and topics are continued throughout the different grade levels
- Geography standards (5.24, 5.25, 5.27) are written specifically and give teachers the directive to effectively lesson plan
- Standards are easy to cite

Some standards are too big to grasp for the grade level they are in (ex: Inquiry 26: K.4: Take group or individual action to help address local, regional, and/or global problems)

- Some of these standards are too wordy or not grade level appropriate
- Wording needs to be the same or very similar for each grade level, instead of changing the wording so much
- Some of the upper elementary grade standards should be taught BEFORE some of the lower level standards (aka, the 3 branches of government should be taught before how some other governments work)
- Standards are too broad, with no direction for teachers on what to focus on specifically (ex: Theme 2: 3.14: Explain how world events impact New Mexico and the US, both in the past and today)—How does that fit into Global Immigration and Migration? What is the time frame for past and today? What specific world events?
- Doesn't give students enough of a basis for certain topics (like US government) for middle and high school teachers to build on
- Connecting the different levels of verbiage used in order to build on each other
- Theme's don't connect to the performance standards that are under them
- Some standards are not measurable (ex: 3.27)
- No way to spiral backwards like ELA and Math because the topics and themes jump around too much
- Need more built in review

MIDDLE SCHOOL

Positives

Tends to focus more on philosophical and social shifts in “ways of thinking” during historical periods.

Example: 6.37, 6.40, 6.44

- Allows for a deeper examination into world religion.

Ex: 6.54, 6.44

- Greater examination into global economics. Ex: several strands on trade

- Introduces an opportunity to cover Meso-America

Concerns

Many standards are horribly vague and leave entirely too much room for interpretation. Ex: “6.36. Evaluate the factors that allowed classical civilizations to thrive”... This standard is attempting to cover a massive period of time that includes potentially dozens of civilizations.

- Although it introduces Meso-America, there are no clear guidelines on what should be covered

- There is a massive shift away from the “civilization” model, which leaves many uncertainties on which civilizations to use as examples. This is seen in 6.31 and 6.32 where the prompt is asking is describes aspects of “Eastern” and “Western” societies. Many civilizations covered either do not fit in this mold (Egyptian society has both “Western” and “Eastern” cultural/political traits), or could possibly be replaced due to having similar “Eastern” themes (discussing only China and not Mongolia, for example).

- Several standards are labeled as being color-coded to “Geography”, yet they are not geography related standards. These are 6.26, 6.27, and potentially 6.50.

- Little focus on social structures, day-to-day happenings of ancient societies, and a seemingly complete removal of “historical persons”.

Standards are vague and are up to interpretation of the teacher example Current injustices, injustices by who, social identities

Teaching identity and about modifying identity by personal choice or external forces

The constitution and three branches of government are missing

Concern of Civil war standards. These should be rewritten.

Students are missing out on vital information that is currently being taught successfully. World Geography has completely been removed as a focus, and this is something that students desperately require. They come to 7th grade with little to no knowledge of the world outside of what is comfortable and familiar. This is why students need World Geography.

	<p>Students must also learn about completely necessary topics that is currently taught in 8th grade U.S. History. They will be missing out on the early colonial period, the Constitution, Declaration of Independence, branches of government, Louisiana Purchase, and more.</p>
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HIGH SCHOOL

Positives

Concerns

	<p>After reviewing the new standards being presented, it is evident that they are vague, and lacking in vital information that is currently being taught, and controversial.</p> <p>History is teaching the facts of the past. As teachers, it is not our jobs to influence the student perspectives, but to allow the student to analyze information and form their own conclusions. These new standards are forcing a socio-political agenda on our students, and expecting us to be the ones to implement it.</p> <p>These necessary topics will be replaced by a push towards social identity that is vague and subjective in nature. We simply wish to teach students the vital information about history and culture that is objectively true, and allow students to form their own opinions on this information. We want students to walk away from our classrooms feeling informed by truth and a greater understanding of the outside world.</p> <p>Throughout the standards are repetitive examination, and investigations, on cultural, economic, political, social factors, religious, gender. Question is where to start, in reference to timeframe.</p> <p>We could make an entire class of the Korean and Vietnam Wars.</p> <p>All minorities and woman rights took place not just Native Americans within our state.</p> <p>Value is relative. It is hard to tell someone what their culture is.</p> <p>We do not like this as we have done family history reports and students/parents complain that they need to discuss their family problems...i.e. dad is in jail, mom left the</p>
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	family so we decided not to do the family history reports any longer 3 Branches of government has been removed, there is just a focus on local and state government.
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Questions:

1. High School Geography – would this be expected to be its own class, or could they merge the geography into the various histories they connect with? How are they going to make sure they geography gets taught when it doesn't now in most classrooms?
 2. Ethnic, Cultural, & identity studies – Is this expected to be its own course? As noted above this could replace Sociology – many of the same ideas
- With no curriculum or textbook adoption, how are we going to make sure teachers are all hitting the same standards with the same material and content

[EXTERNAL] Carlsbad Municipal Schools Proposed Social Studies Revisions

Jennifer Timme <jennifer.timme@carlsbadschools.net>

Wed 11/10/2021 5:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Washburn, Gerry C. <gerry.washburn@carlsbadschools.net>

📎 1 attachments (105 KB)

CMS Proposed SS Standards Revisions (1).pdf;

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Thank you for the opportunity to provide feedback on possible edits and revisions in regards to the proposed new social studies standards. As a district, we conveyed a team that included representatives from the different grade bands in order to look at the vertical alignment and the cross curricular expectations, as well as grade level appropriateness of the standard. In some cases, we have recommended a more neutral language.

We appreciate the opportunity to have input in the process and to continue to be involved in developing standards that impact instruction and ultimately knowledge and achievement of our students.

Sincerely,
Jennifer Timme
Curriculum and Instruction Team

Jennifer Timme
Director of Curriculum & Instruction
575.706.5336
Carlsbad Municipal Schools
jennifer.timme@carlsbadschools.net

Teamwork Makes the Dream Work!!

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Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

Proposed Draft Standard	Proposed Change/Edit Rationale
K	
<p>Inquiry 22: Construct Compelling and Supporting Questions</p> <p>K.1- Recognize a compelling question.</p> <p>K.2- Identify the relationship between compelling and supporting questions.</p>	<p>In review of the current ELA standards, they are not asked to do this until first grade RL 1.1.</p> <p>In Kindergarten RL.K.1 reads with prompting and support that they ask and answer questions. Concerned they are not cognitively ready for the way the proposed standard is written. A similar standard was written in 7th grade and explained “compelling question” as a big idea. It seems more appropriate to describe “big ideas” in kinder than work towards “compelling questions.”</p>
Economics 8: K.17 Explain what scarcity is and how scarcity affects the accessibility of goods and services.	Vocabulary (scarcity) is not grade appropriate for kindergarten.
1st	
Inquiry 22: 1.1 Explain why a compelling question is important.	RL 1.1 students are just taught to recognize a question. Rewrite more simply: Explain why a question is important.
Inquiry 23: 1.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	Compared to ELA standards, students learn about sources in 3rd grade. Even then, they are not asked to differentiate between primary and secondary.
Inquiry 26: 1.5 Take group or individual action to help address local, regional, and or global problems.	Take group or individual action to help address local problems.
Inquiry 26: 1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.	Change vocabulary to grade appropriate cognitive abilities. State more simply.
Historical 16: 1:10 Compare fact and opinion in stories and narratives from the past.	Identify fact and opinion in stories and narratives. Students are just learning facts and opinions and narratives.
2nd	
Inquiry 23: 2.3 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	These are 3rd grade ELA standards.
Geography 11: 2.23 Compare the human and physical characteristics of two regions in the US.	If comparing, it should include living things, i.e. habitat and food chain ideas which are more basic, then build to political systems, religions, etc. The students have not been taught what is in a region yet.
Ethnic Cultural, and Identity Studies 21: 2.28 Describe	Describe ways we are similar and different from other



Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

ways we are similar and different from people who share identities, and people who do not.	people.
3rd	
Inquiry 23:3.1 Identify disciplinary ideas associated with a compelling question.	Identify civic, economic, geographical and historical ideas as they relate to a compelling question.
Inquiry 23:3.3 Determine the credibility of one source.	Please compare the expectation of this standard, which is grade appropriate, to the expectation of “source” questions in earlier grades that are more advanced. Need to vertically align the expectations to the “source” questions to be more grade level appropriate.
5th	
Inquiry 25: 5.5 With teacher direction, construct responses to compelling questions supported by reasoning and evidence.	Would like to see earlier questions regarding compelling questions to be written with the “teacher directed” This addresses the cognitive and skill ability vertical alignment addressed in previous standards.
Civics 3: 5.12 Describe how inequality in the US laid the foundation for conflict that continues today.	Describe how inequality in the US has laid the foundation for some of the conflicts that continue today. Concerns that this standard needs specificity in order to define inequality otherwise is subject to opinions.
History 15: 5.17 Use of primary and secondary sources to acquire historical information.	The concept of primary and secondary sources is not introduced in ELA content standards until 7th grade.
Economics 5:19 Explore examples from Western Hemisphere to illustrate the role of scarcity historically and in current events.	Should include an example to further explain what is being asked. As written it is awkward and hard to understand.
History 17: 5.29 Identify the beliefs, experiences, perspectives and values that form points of view about civic issues.	Identify how beliefs, experiences, perspectives and values contribute in forming points of view about civic issues.
Ethnic, Cultural, and Identity 19: 5.30 Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	Change “main” to “various”
Ethnic, Cultural, and Identity 19: 5.31 Explain how groups of people are treated today and in the past is a part of what makes them who they are.	Explain how who we are today is a culmination of our past and present experiences.
6th	
Inquiry 23: 6.7 Identify inherent bias in maps.	Include an example for better understanding of how and when this occurs.
Inquiry 26: 6.15 Describe the many facets of the	Describe how family history and culture connects us to



Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

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.	the collective history and culture of other people.
7th	
Inquiry 22: 7.1 Develop compelling (big idea) questions about relevant topic of interest.	Example of vertical alignment and need for (big idea) to be added to previous grades asking the same thing.
Inquiry 23: 7.5 Analyze various forms of media to identify polarizing language, logical fallacy and reasonable judgment.	Part of this question is not addressed until ELA high school standards i.e. logical fallacy.
Ethnic, Cultural, and Identity 19: 7.49 Describe the relationship between their cultural heritage(s) and their personal identity/identities.	Describe the relations between the cultural heritages of key figures
Ethnic, Cultural, and Identity 19: 7.60 Demonstrate how diversity includes the impact of unequal relations on the development of group identities and cultures.	Spaniards taking the lands of the Indigenous people and how that carries into today's world.
Ethnic, Cultural, and Identity 19: 7.61 Brainstorm ways in which New Mexicans might heal from past and current injustices.	This is one assignment.
Civics 2 Processes, Rules and Laws: 7.62 Use figurative language to describe the relationship between a nation-state and its colonies.	Omit “figurative language” simply describe
Civics 2 Process, Rules and Law: 7.63 Hypothesize how the policies of the Spanish monarch in New Spain interacted with other societies in the region.	Change “hypothesize” to describe or determine
History 14:7.78 Historical change, continuity, context and reconciliation.	Missing the word “source”
Ethnic, Cultural and Identity 19: 7.82 Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.	Define.
Civics 3: 7.83 Analyze US policies on expansion into the Southwest, including how they reflected US civic ideals of the time and conflicted with existing inhabitants of the region.	Change the word conflict to “impact of”
Ethnic, Cultural, and Identity 19: 7.93 Identify how stereotyping influences social perspectives about members of a group.	Opinion. What evidence would be used?



Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

Ethnic, Cultural and Identity 19: 7.94 Develop a claim about the extent to which identity can be modified by personal choice or external forces.	One assignment
8th	
Inquiry 25: 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	“Historical fiction” should be replaced with accurate texts
Inquiry 26: 8.20 Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.	This is not inline with the theme of Early US History.
Inquiry 26: 8.23 Synthesize historical and local knowledge to take age-appropriate action toward mending, healing and transforming the future.	Omit mending and healing Replace with “to transform the future”
Ethnic, Cultural, and Identity 20: 8.49 Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.	Change “nascent” to early Change “hypothesize” to discuss Change “how gender roles were impacted” to “how gender roles determined the role of religion”
History 14: 8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student developed argument by citing specific evidence to track whose rights were added over time.	Change to Critically read the Amendments made to the Constitution and compare/contrast the first ten Amendments to later amendments.
Ethnic, Cultural, Identity 20: 8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.	Rewrite for less inflammatory language: Discuss the impact of significant legislation and judicial precedents during the Reconstruction Era.
HS Civics	
Inquiry 25: 9-12.Civ.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.	Change evocative to expressive
HS Economics	



Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

9-12 Econ 24 Critique inequalities that exist in economic systems.	Compare and contrast economic systems
HS Geography	
Geography 13: 9-12 Geo 26 Predict future social, political, economic, cultural, spiritual and environmental opportunities, and obstacles associated with movement, population, decision-making and perspectives in a given place or region.	Omit
HS NM History	
9-12.NMH.13. Connect various disputes that <u>occur as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo.</u>	Underlined parts in these 2 standards are repetitive and confusing
9-12. NMH.17. Examine the rights that were guaranteed to citizens in Article IX of the Treaty of Guadalupe Hidalgo, <u>and reason why Article X would have been stricken.</u>	
9-12.NMH.26 Determine the role of race and racism in the acts of land redistribution during the territorial period.	Determine the issues that affected some people’s access pertaining to the acts of land redistribution during the territorial period.
9-12-NMH.47 Demonstrate historical causation by using	INCOMPLETE
9-12.NMH.48 multiple perspectives to conduct historical analysis of Civil Rights era in New Mexico.	Combine 47 and 48
HS US History	
9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people.	Change “ war to free the slaves“ to “war of economic equality”
9-12.US.50 Compare and contrast global historical reconciliation and reparations efforts (Denazification,Australia Mabo Case/Terra Nullius with Reconstruction.	Analyze the Reconstruction efforts and determine their short and long-term effects.
9-12.12.US.53 Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.	Identify the ways in which gender roles were changing and unchanged during the 19th century.
9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.	Evaluate the following concerning the economic system of the United States: efficiency, equity, and equality.



Carlsbad Municipal Schools Proposed Social Studies Standards Edits and Revisions

9-12.US.8.3 Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.	Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world.
9-12.US.8.7 Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.	Examine the ways in which gender role norms changed and stayed the same in 1920s
9-12.US.10.4 Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia.	Analyze how the perceptions of racism, sexism, and “othering of people groups have changed over time.
9-12. US.10.6 Analyze the impact of Red Scare ideology on social movements and activists in the United States.	Analyze the impact of the Cold War on social movements and activists in the United States.
9-12 US.12.9 Explore the movement against police brutality.	Current event
9-12 US.13.2 Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present and future.	Current event
HS World History	
9-12.WH.3.4. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions and long-term effects of oppression.	Analyze the complex relationship between culture and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions and long-term effects of their places in society.

[EXTERNAL] Rule Feedback Social Studies

kenneth bewley <kbewley@sbcglobal.net>

Wed 11/10/2021 5:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

I am sending this from my personal E-mail, but I do work in the Roswell ISD.

Just one general comment to make. I was sitting in with our Social Studies teachers as they parsed through the standards in detail.

The overall focus of the standards focuses almost exclusively on how we are divided as people and emphasizing those differences to the exclusion of what should join us together as Americans.

[EXTERNAL] Re Repeal and Replace NM SS Standards

Darlene Fortier <darlenebikes@gmail.com>

Wed 11/10/2021 5:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

My name is Darlene Fortier and I teach 2nd grade at Salazar Elementary School in Santa Fe.

As a professional licensed to “educate and graduate” in the state of New Mexico, I have pledged to teach the truth and let the students form their own opinions from multiple perspectives.

In our second grade classroom, I facilitate critical thinking which I see as the act of taking in information from multiple perspectives and making informed decisions on such thus formulating an individual awareness of diverse experiences, community, and self. It is not my job to tell the students how or what to think but to analyze the information presented. I am wholly invested in the new Social Studies Standards as I see them as thoughtful pathways to an understanding of the timeline of humanity in our space in this landscape.

We are a diverse people in New Mexico, with many cultural backgrounds that deserve our historical events to be explored, age appropriately, as to not gloss over interactions but present them in a manner that is educational and not punitive. It is us teachers, the professionals in education that we are, that could use these guides to achieve said awareness.

Imagine the young people of our communities growing and shifting in their perspective and being called upon to be allies of all cultures in our communities and reconcile with our past as a necessity for social justice.

By adopting the New Mexico Social Studies Standards, we are giving our children the opportunity to think for themselves and create new pathways by defining our future together.

We must trust our future, our children, to move forward in their wisdom.

I see nothing but gain in the vision of these insightful Social Studies Standards, written from the view of all of our lenses, which are varied, eventful, and yes, often fraught with strife, as a means for reconciliation and a keen sense of “Critical Consciousness and Perspectives” (p. 24, 2nd grade).

Best,

Darlene

Darlene Fortier (she/her/hers)
2nd Grade Educator
Teach Plus NM Fellowship Alumna
Teach Plus Senior Research Fellow
NMTLN Liaison
NEA AR
505.439.8184

my recycled art [@](#)



“All acts of kindness are lights in the war for justice.” – Joy Harjo

[EXTERNAL] 6.29.11 NMAC Social Studies Standards Public Comment

Bethany Cooksey <bethany@ronnykathy.com>

Wed 11/10/2021 5:11 PM

To: gregg.schmedes@nmlegis.gov <gregg.schmedes@nmlegis.gov>; meredith.dixon@nmlegis.gov <meredith.dixon@nmlegis.gov>; petersen_b@aps.edu <petersen_b@aps.edu>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I do not support the proposed 6.29.11 NMAC Social Studies. This curriculum contains dangerous and divisive teachings, specifically Critical Race Theory.

Thank you.

Bethany

--

The eternal God is your refuge, and his everlasting arms are under you. He drives out the enemy before you; he cries out, 'Destroy them!' - Deuteronomy 33:27

[EXTERNAL] New SS Standards

Judy SMITH <Jchasmith@msn.com>

Wed 11/10/2021 5:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I support a clear eyed, honest history education. The fact that some people interpret things differently: but there is a difference between fact and belief.

Students need to learn critical thinking skills and understanding the difference between fact and belief is an important life time skill .

Sent from [Mail](#) for Windows

[EXTERNAL] social studies standards

Carol Schrader <c.e.schrader@gmail.com>

Wed 11/10/2021 5:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a parent of a student who recently graduated from the SFPS as well as an art teacher in the schools. I find my students know very little about current history, and I think it is very important to bring the standards up to date. Please support keeping our state current and relevant and supporting relevant public education.



Carol Schrader
505 660-4246

[EXTERNAL] CRT

SUSAN HILL <snucci@aol.com>

Wed 11/10/2021 5:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please discontinue CRT teaching in our public schools. It only causes division and feelings of inadequacy. It is high time schools concentrate on reading writing and arithmetic, and leave the politics, & sex etc to the families.

Susan Hill
Edgewood, NM

Sent from my iPhone

[EXTERNAL] I SUPPORT the proposed Social Studies standards

Elizabeth Dyer <ed71558@gmail.com>

Wed 11/10/2021 5:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for this moment to voice my opinion about the importance of the proposed changes.

As a mother, an advanced practice nurse for 37 years and a citizen of our multicultural state, I wholeheartedly support the proposed changes to the PED Social Studies standards.

Children need to learn that no race, no gender, no nationality has preordained power over any other. All humans should be held to the same standard and given the same opportunities. History is multifaceted and complex. It is foolish to state otherwise. Financial education can be so powerful. Everyone should understand about compounding interest and lending practices.

Please, let's embrace what we were mandated to do with the Yazzie/Martinez court order.

Thank you,
Elizabeth Dyer
Albuquerque

[EXTERNAL] CRT in New Mexico schools

Louise Cox <zazupitts2020@gmail.com>

Wed 11/10/2021 6:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a grandparent, I DO NOT want CRT in any shape taught in our schools here in the State of New Mexico. Division is a horrible thing for human beings. Our Constitution declares that WE ARE ALL CREATED EQUAL.

We know that division and hatred is TAUGHT not something we are born or raised with as children.

Louise Cox Walker
Voter

[EXTERNAL] social studies standards

Leo Sandmann <leosandmann@yahoo.com>

Wed 11/10/2021 6:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (65 KB)

Social studies standards.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

November 9, 2021

To the PED,

I am a father of a kindergartener, a second grader and a fifth grader in the Artesia Public Schools. I am appalled by the new social studies standards that obviously teach Critical Race Theory! I do not feel like it is your responsibility to teach my kindergartener her identity. The statement in these standards that states teach identity and then teach the kids not to be mean to each other, makes me wonder what in the world did you tell these kids that would make them want to be mean to each other? The words that are used in these social studies standards such as: group identity, inequality, oppressed, oppressor, power, white supremacy, and inequality are all teaching Critical Race Theory. All the standards under the Ethnic, Cultural, and Identity Studies are appalling! When you teach a society to judge and persecute their fellow mankind for something their ancestors did years ago, you will divide that society and they will learn to hate one another only increasing violence and death all because of something that was taught in school. This will increase gang violence and shootings. We do not have racial violence in our small city but once you are done brainwashing all our children, I am certain we will live in a society of violence and judgment of one another. The specific standard that states: "Analyze the complex relationship between dominant cultures and minority groups throughout history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression" is definitely Critical Race Theory! CRT basically says that all white people are racist and are born racist as if a baby has no other choice. So a baby born in a mixed marriage is half racist? Should they judge themselves? How confusing to a young child to come home believing that her father is oppressed and her mother is the oppressor because they are a different race. CRT is an opinion, not a fact. If you believe in God, then you cannot believe in CRT because God did not create racism; people did.

Social Studies should teach pride in the United States, pride in our great state of New Mexico and pride in our flags. Unity comes from being proud of who you are and how far we've come and what we have had to overcome to become this great nation that everyone wants to live in. We should be teaching the Constitution and the Bill of Rights and freedom for all mankind. We should be teaching equality instead of inequality. We should be teaching our children how to stand up for our rights. We should not be teaching political views such as CRT.

Please reconsider removing all the Ethnic, Cultural, and Identity Studies and any other studies that teach Critical Race Theory. Please do NOT mandate these social studies standards in our public schools. Please allow our school administrators and parents to re-evaluate any changes made to these social studies standards. Parents need to be able to make an informed decision about their child's education.

Thank you for your consideration,

Leo Sandmann

Artesia, NM

[EXTERNAL] Social Studies Curriculum

Holly Siebert <holly.siebert@gmail.com>

Wed 11/10/2021 6:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED,

I am a parent of three children of which two attend public schools here in New Mexico. The third will be attending when he is old enough. I am also a born and raised New Mexican, graduate of the New Mexico school system including UNM, tax payer, and active member of this community, as well as active in my Childrens school's parent teacher organization.

This email is to request you not adopt new social studies curriculum that is modeled on the theory that all people are either oppressed or oppressors. This is an idea that is not only hurting our country as a whole, but has documented negative effects on children who are put in either group. Our children need to be taught, at home and at school, to value and appreciate all people including understanding there is value even in the imperfect history we share with the world. The basis of the new curriculum devalues and isolates people based on ancestry and labels rather than inspires.

Please include my request when the comments for the upcoming PED meeting November 12, 2021.

Thank you for your consideration.

Holly Siebert
APS Parent
Albuquerque, NM

[EXTERNAL] No CRT in Social Studies!

STEVEN SANCHEZ <sider662@aol.com>

Wed 11/10/2021 6:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a parent of 4 school aged children.

We absolutely do not want crt in any way shape or form to be implemented in our schools.

We need to teach our children how to love and not divide.

I will fight this with every legal tool available.

Steven Sanchez

[EXTERNAL] In Favor of the New Social Studies Standards

Rachel N. Rodriguez <rachelnrodriguez@yahoo.com>

Wed 11/10/2021 7:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening.

As parents of two former APS students and one current APS student, we write to express our full support of the new, revised social studies standards.

We support the inclusion of concepts such as democracy and advocacy, the importance of asking good questions, and distinguishing the difference between fact and opinion, for example.

We urge you not to be distracted by the alarmists whose fear-based interpretation of the changes belie the true intention behind this effort.

Thank you kindly.

Rachel N. Rodriguez, MPA, MSW and Victor J. Rodriguez
505.417.1343

[EXTERNAL] CRT

Jeanette Reed <supermamaw2007@yahoo.com>

Wed 11/10/2021 8:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a grandparent of school age children I have to state that I am vehemently opposed to teaching Hispanic children about the cruelties their ancestors perpetuated on others if that is the ONLY thing they are being taught. The schools absolutely CANNOT pick & choose what History is to be taught!! If they are going to be told about the "destruction and occupation by Spaniards" they also need to be taught about the "destruction and occupation" by the white people towards the Native Americans in America i.e Wounded Knee, Sand Creek etc., as well as the horrendous treatment of the Chinese in building the railroads, the taking on young Irish children who were sold into slavery under the guise of "domestic help", the Italians and Slavs in the coal mines etc. etc. etc.!!!

It is absolutely unconscionable that these children are to be taught that their ancestors were cruel & vicious and therefore they are as well. The same holds true for Law Enforcement officers!! To teach children that they are bad people is influencing them in such a negative manner that these children will grow up hating anyone who is in Law Enforcement - as many in the young generation already believe - thus the targets on the backs of these folks.

This type of teaching ABSOLUTLEY CANNOT BE TAUGHT TO OUR CHILDREN!! It is destructive & detrimental to everyone!!

Jeanette M. Reed

[EXTERNAL] Currently Proposed Rule Changes, Social Studies

Lynn Brandvold <lynnbrandvold@gmail.com>

Wed 11/10/2021 8:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The proposed changes to New Mexico K-12 social studies are nothing more than critical race theory. CRT can do no good and a great deal of harm. At one time, the dream of many was that Americans would do away with diversity and develop an American culture consisting of the best features of all the cultures here. This would put an end to racism. Instead, what we have now is more and more fragmentation of the the citizenry in the name of diversity. This rule will worsen the situation not help. New Mexico is second from the bottom of states in education in STEM subjects not to mention reading and writing. This is where the emphasis should be and could result in educated high school graduates prepared for college or jobs in industry.

Democrats have made a living from creating factions by telling the people that they are victims and are owed something. In the old America you got ahead through hard work. Now apparently it is far more important what faction you come from rather than your labor and abilities. Schools need to concentrate on teaching the basics. American deserve an education; not a bunch of political claptrap rammed down their throats.

Lynn Brandvold

[EXTERNAL] Social Studies Standards

Jack Welch <johnwelc1957@gmail.com>

Wed 11/10/2021 8:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir/Madam:

I support the adoption of the proposed social study standards.

Thank you,

Gayle A. Trantham

[EXTERNAL] Taxpayer, parent, New Mexican voicing my opinion

Katie Carta <katiecarta@gmail.com>

Wed 11/10/2021 8:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I do not want my 4 children to be taught that they are inferior because of their genetic make up. Nor to teach them that any one person is any better or worse because of their genetic make up. Critical race theory has no place in our schools.

[EXTERNAL] Critical Race Theory

Thelma Jo Riddle <newmextj@hotmail.com>

Wed 11/10/2021 8:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

It is a proven fact that history repeats itself; we must be prepared for such negative teachings. What is accomplished by changing the history books to create more animosity and negativity?

None of the people alive today lived through the slavery years; many of them do not even know their ancestors and did not care until this was brought on by the election. What are we accomplishing to create such a monster where upheaval and hate live among us?

We should be teaching our children to work together and to be united where everything is for the benefit of our country and our people. How will the children feel in the classroom when they are singled out as the “bad” and yet they had nothing to do with what their forefathers endured.

What picture are you truly trying to paint?

I have heard many stories of how many of the slaves felt protected and cared for in a way they never would have had if it hadn't been for their masters. Maybe we need to rephrase the books and not call them “masters” and maybe call them “caretakers/caregivers”?

Sent from [Mail](#) for Windows

[EXTERNAL] Social Studies

Angelica Gurule <guruleangelica83@gmail.com>

Wed 11/10/2021 9:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Although our history can be ugly at times it is imperative it is taught to our children truthfully. I do not agree with the changes proposed social studies curriculum.

Thank you,

Angelica

--

Angelica V. Gurule

Sustainable Environmental Resource Management

University of Malta / James Madison University '10

[EXTERNAL] 6.29.11 NMAC social studies

Johanna DePalma <johannadepalma@gmail.com>

Wed 11/10/2021 9:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM Public Education Department,

This feedback is in regards to 6.29.11 NMAC, Social Studies curriculum proposed change.

America like every nation that has existed is replete with examples of the most heinous behaviors that humanity can imagine, including slavery, war, and the dehumanization of various people, among others. These injustices however, should be examined through the lens of America's stated high ideals, and the steps taken and progress made in realizing those ideals. American history is also rich with stories of sacrifice and achievement, such as having people in government with vastly diverse backgrounds and ethnicity.

I believe our focus in educating our children about the world and our history should absolutely include diversity, but those lessons should be about how diverse we are, and not how diverse we aren't such as the 1st minority woman elected as the Lieutenant Governor of the State of Virginia or the 1st woman Elected as the Vice President of the United States of America. Our social studies curriculum should increasingly focus on how we as a nation and as ONE people strive for excellence. Our children's education should not teach them that their parentage automatically puts them at a disadvantage or in a position of privilege; neither situation is true. Our children's education should prepare them for a future where overcoming the challenges faced by our nation and our ONE people is to the benefit of all.

Focusing on racial and gender identity as lasting issues has the very real possibility of deepening divides along those identity lines. Critical Race Theorist Ibram X Kendi infamously said "The only remedy to past discrimination is present discrimination, the only remedy to present discrimination is future discrimination." While the proposed curriculum is not labeled "Critical Race Theory", it is nonetheless cut from the same cloth, and seeks to inure our children with the concepts of victimhood vs. privilege. This is narrow-minded and politically motivated. The organizations consulted for this curriculum are neither unbiased nor did they seek input from any competing organizations to attempt to draft a curriculum that accounts for competing viewpoints. Rather than teach our children to think critically, this curriculum seeks to teach our children that the only "correct" way of thinking is along identity lines.

I cannot in good conscience support the implementation of this curriculum in our TAXPAYER FUNDED schools for the almost certain harm it will do to our children and their futures.

Sincerely,

Phillip and Johanna DePalma

[EXTERNAL] NM Social Studies Standard

Dr. LMC <lchrist217@gmail.com>

Wed 11/10/2021 9:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I am writing this email to comment on the NM Social Studies standards that are being proposed to the NMPED. I write to you as a Black woman. I write to you as a teacher in New Mexico. I write to you as an active Independent voter. I write to you as a New Mexican. Finally, I write to you as an American.

I implore the NMPED to not succumb to the false narrative that teaching ALL of US history will have negative outcomes for young people and presents a "liberal bias" to history. The good, bad, and ugly facts that comprise the history of the United States of America should be taught so we, as a country, do NOT repeat the mistakes we have made. The US Constitution is a living breathing document that has had amendments added to it because the original document did NOT provide equal rights and the freedoms to pursue happiness to ALL citizens. More importantly, New Mexico has the 2nd highest population of Native Americans of the 50 states and the 2nd largest percentage of Hispanic people per capita of the 50 states. A white washed version of history is not the reality these populations live.

New Mexican children NEED to know that America already had people on this continent when it was "discovered". That America was built on land stolen from Native Americans and built by African slaves. That railroads that first crossed our country were built by Chinese. That the US Civil War was about economics and slavery. That the Dakotas were split when added to the Union because of slavery. That women were not allowed to vote until 1920. That the Voting Rights Act of 1965 still has not prevented states from finding ways to make it more difficult for minorities to vote. All of these historical facts are what make up the history of our country. When we face the truth of where we have been, then we can have a better chance of standing united to walk down life's path together.

Respectfully submitted,
Lisa Christopherson, MA, ABD.

[EXTERNAL] Critical Race Theory for Social Studies Adoption

Thelma Jo Riddle <newmextj@hotmail.com>

Wed 11/10/2021 9:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

It is a proven fact that history repeats itself; we must be prepared for such negative teachings. What is accomplished by changing the history books to create more animosity and negativity?

None of the people alive today lived through the slavery years; many of them do not even know their ancestors and did not care until this was brought on by the election. What are we accomplishing to create such a monster where upheaval and hate live among us?

We should be teaching our children to work together and to be united where everything is for the benefit of our country and our people. How will the children feel in the classroom when they are singled out as the "bad" and yet they had nothing to do with what their forefathers endured.

What picture are you truly trying to paint?

I have heard many stories of how many of the slaves felt protected and cared for in a way they never would have had if it hadn't been for their masters. Maybe we need to rephrase the books and not call them "masters" and maybe call them "caretakers/caregivers"?

Sincerely,

Thelma Jo Riddle
A Concerned Citizen

Sent from [Mail](#) for Windows

[EXTERNAL] New Social Studies curriculum

Donald Wilson <lunwil88@gmail.com>

Wed 11/10/2021 9:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a nEw Mexico resident and voter I strongly approve of the ne Social Studies Curriculum. The present generation of children and students need to learn about the diverse history and culture of pour state and nation, so that they can participate with knowledge and understanding in their future lives that ref;lects a true perspective of our diverse community. School curriculums should be updated and revised periodically to ensure they reflect the commonalities and developments of the present time.

Donald Wilson

3101)ld Pecos Trail, Unit 911

Santa Fe, NM 87505

[EXTERNAL] Fwd: Fwd: In Favor of the New Social Studies Standards

William Tallman <w.tallman5909@comcast.net>

Wed 11/10/2021 9:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As the grandparents of two former APS students and one current APS student, we write to express our full support of the new, revised social studies standards.

We support the inclusion of concepts such as democracy and advocacy, the importance of asking good questions, and distinguishing the difference between fact and opinion, for example.

We urge you not to be distracted by the alarmists whose fear-based interpretation of the changes belie the true intention behind this effort.

Thank you .

Sen. Bill Tallman and Rebecca H. Tallman

[EXTERNAL] Comments

Anna Tew <tewcute@gmail.com>

Wed 11/10/2021 9:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I oppose the teachings of critical race theory and anything that resembles the doctrine. It does not belong in our schools.

I have 5 kids, 3 Currently in the NM public school system. If you vote for CRT, I will pull them out and homeschool them.

Anna Tew

[EXTERNAL] PED say NO to teaching CRT in public schools

Rebecca Holets <pianistrh@hotmail.com>

Wed 11/10/2021 10:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Public Education Department,

Please reject the currently proposed rule changes regarding Social Studies in public schools Grades K-12. The rule changes include terms like equity, reconciliation, and diversity without defining what is meant by those terms. These terms warn of critical race theory proposed by writers like Kendi and DiAngelo. Their ideas, while claiming diversity and understanding, are instead racist toward students of all ethnicities, requiring that students be judged by outward appearances instead of their character. The ideology calls good, evil; and evil it calls good.

Critical race theory is born directly of the Marxist-Leninist ideology that sets people of different backgrounds against each other, instead of being for common values. The Marxist worldview directly caused the murders of tens of millions of human beings in just the last century. Our schools have no business indoctrinating kids into this worldview/religion.

Please reject this ideology in schools.

Sincerely,
Rebecca Holets, a NM citizen

[EXTERNAL] New Social Studies Standards

Rod Honstein <rhons@mac.com>

Wed 11/10/2021 10:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I'm writing to request that the proposed new standards be rejected. While I agree that social studies course content needs to be occasionally updated, I strongly object to the institutional brainwashing of students by a radical worldview that is biased and divisive and designed to create an atmosphere of victimhood and persecution. While we should always have "respect for the **feelings** of people who are similar and different from me", the primary function of school should be to insure that when students graduate, they have a solid foundation in reading, writing, math, civics, science, etc. Perhaps "respect" should be primarily taught at home?

It appears that the proposed standards weave in socialism, racism toward non-minority groups, extreme environmentalism, and globalism. These benchmarks have students "develop pride in his/her/its identity, history, culture, region by incorporating a community-based approach while preparing students to be a part of a global environment."

Further, students may be asked to "[a]ssess 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". This is a key tenet of Critical Race Theory (CRT). Note that supporters of these proposed standards go to great lengths to deny they have anything to do with CRT. Perhaps, then, it's just a coincidence that these standards and CRT have much in common. The standards ask students to assess these "CRT" tenets and to "identify and analyze cultural, differently-abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities." Whew! Can we be more "woke" than this?

CRT is blatant in the standards, especially where the students are to learn how America is supposedly racist in its very framework (from the discredited 1619 project). Students are to "[d]escribe how inequity in the United States laid the foundation for conflict that continues today." What a bunch of, uh, baloney. And this is mainstream history? More like radical leftist propaganda.

The standards include alarming new benchmarks, specifically targeting Spanish settlers in the United States, writing regarding historical thinking that students

should "Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards."

The proposed draft notes that it wants to "Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures" Regarding the territorial period of New Mexico, the rules aim to "Determine the role of race and racism in the acts of land redistribution during the territorial period."

Also, students are to use "evidence from primary and secondary sources to compare and contrast the impacts of European colonization on Indigenous populations."

The proposed curriculum appears to attempt to demonize conservatives, having students "Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people."

Also, apparently demonized in the new curriculum are guns and gun owners. The rule states that students are to "examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future."

Included in the proposed rule is a move to have students examine "anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present."

I could go on and on, but it is apparent the objective here is not to update social science standards, but to completely rewrite the subject matter in a way that would make Howard Zinn or Noam Chomsky proud. Again, I urge you to reject these proposed standards and try again.

[EXTERNAL] Proposal of the contents of Critical Race Theory for all New Mexico School grades

Frank Pecoraro <fjpecoraro@gmail.com>

Wed 11/10/2021 11:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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New Mexico Public Education School Board members- Critical Race Theory does not explain well why we have racial conflicts, and is actually divisive. A better theory is needed which can explain Race in a way that brings harmony between the races, and real progress in meeting the needs of Minorities. We also need to preserve patriotism which is actually a virtue. It does not have to be a negative thing when properly understood.

Frank J. Pecoraro, M.S.

[EXTERNAL] Draft of Social Studies Standards

Amy Gee <geeamy83@gmail.com>

Wed 11/10/2021 10:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. Sena,

I read through the NMPED proposed draft of the social studies standards for teachers and quite frankly this is garbage. Parents across the country are speaking out about this indoctrination in the schools and this will do nothing to positively support our already failed public school system in New Mexico.

I pulled my two elementary-aged children out of the public school system this year because I do not want their minds filled with hate. Although, private school is very expensive, I rather make the sacrifice for my children now because no amount of money will be able to undo the damage this progressive agenda will cause. In my family, we teach our children to treat others with respect and judge others by the content of people's character not their skin color. This curriculum will only breed hate and discrimination.

I do not want my tax dollars going to this nonsense. It is time to start upholding our Constitution which is NOT a racist document. The founding fathers were brilliant men who knew this day would come and gave We The People a way to fight back against government tyranny. The Constitution should be taught in the schools not Critical Race Theory or Social Emotional Learning or whatever other sneaky name you want to call it. History should not be erased because it then repeats itself as we are currently experiencing.

I respectfully request the Governor and the NMPED give up on this failing agenda and start doing right by New Mexicans. A good start would be implementing school choice to begin the long-road of rebuilding our education system and repairing the damage caused to the social and emotional health of our youth. The tax dollars should follow the child and the parent's voice should be respected in this process.

Amy Gee
Albuquerque, NM

Sent from [Mail](#) for Windows

[EXTERNAL] Rule re: CRT for Social Studies

pklind51 <pklind51@gmail.com>

Wed 11/10/2021 11:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am totally against this rule. It will only lead to more divisiveness among the various ethnicities. Unity vs. further animosity should be encouraged. Therefore, i do not support this rule under any circumstances.

Sent from my Verizon, Samsung Galaxy smartphone

[EXTERNAL] No

Mariah Rael <rael2003@icloud.com>

Thu 11/11/2021 2:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hi I am a concerned parent/citizen I do not agree with this new critical theory in our kids education. This does not matter and it will cause more harm to our children and it is not a good thing.

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Alfredo Lujan <alujan@montedelsol.org>

Thu 11/11/2021 2:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I applaud the committee that has revised social studies standards that promote critical thought, reflection, and truth-telling: equity in the classroom. Here I include an excerpt from a chapter I have written for *Deep Reading, Deep Learning*. It will be published by the National Council of Teachers of English. It is apropos and coincidental to the revised social studies standards: “The colonist writing I read in my 1950’s through 1970’s school years was the curriculum of the time. I learned and was occasionally proud that I had memorized the right answers to the indoctrinated sorta-truth. My forefathers were from England and the original 13 colonies. They came across on the Mayflower and landed at Plymouth Rock. My ancestors were told, Go west, young man.’ Manifest Destiny by Divine Providence. That’s how we ended up in the Southwest. Oh, ok – check – I got it right on the multiple-choice test. But it didn’t make sense. The Truth was yet to be told. We struggle with it, even now, 250 years after being conceived as a nation [New Mexico -- 109 years]. The Indigenous people [have] been here at least 15,000 years. In that timeline, our nation, [our state], its literature, and its pedagogical practices are *still* being born, thus, still developing in this 21st Century, and that includes the disruption of colonial texts – not the elimination, mind you -- just the Truth-Telling of our national story through the attestation of our heterogeneity. The assimilation attempt to make us all the same by having us learn by heart the Pledge of Allegiance, the Preamble to the Declaration of Independence, or by studying other sacred national documents failed. Yet, we became and remain loyal American citizens. But we *woke* up. At some point we realized ‘We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness’ meant white men over the age of 21 who owned land were equal; everyone else, not so much. There was no mention of women, Native Americans, or other people of color; and we later learned that our BIPOC ancestors couldn’t vote. It was only through the Emancipation Proclamation, Women’s Suffrage, and other Civil Rights movements that females, LGBTQ+, and Black Indigenous People of Color moved closer to equality. It was only through the anti-establishment and counter-culture movements that we awakened. Those shifts have resulted in narratives that augment the traditional American canon.”

The committee that has revised the standards has thought through diversity and inclusivity. Standards that truth-tell our history “pose no threat to anyone; they are integral to our national literacy, and they affirm the American heritage of all.” This is equity in the classroom. Kudos to the committee. – Alfredo Celedón Luján, Teacher, Monte del Sol Charter School; President, National Council of Teachers of English

--

Alfredo Celedón Luján
Monte del Sol Charter School
505-670-2339 - cell
alujan@montedelsol.org

M.A. Letters
M.A. English
Golden Apple Fellow
President, National Council of Teachers of English

Teacher of English, basketball and volleyball

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[EXTERNAL] New social studies

Tana Garnett <tana@garnettins.com>

Thu 11/11/2021 9:45 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am absolutely outraged of the idea of adding in this CRT! Or any version of it. I as a Hispanic Indian female native New Mexican find this disgusting that this idea is even being entertained. Let children be children. With ideals like these it's no wonder kids are becoming more depressed, more school shootings, and kids are afraid to talk to each other for fear of offending someone! A teacher should not be indoctrinating our children. There are good and bad in every dynamics of life and precessions. Kids should be able to see that for themselves. I also feel that by adding this to the curriculum you are setting us back to the fifties! Instead of moving forward! Step out of the city and remember being a child and being care free we need that for our kids again. If this is implemented it will be disappointing and we will move our kids across the state line

Thank you,
Tana Haase-Garnett

[EXTERNAL] New social studies standards

Rebecca Tallman <abbytallman@hotmail.com>

Thu 11/11/2021 5:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am writing in support of the new social studies standards. Students enrolled in New Mexico schools should be given full opportunity to learn about our nation's history and plans for the future without suppression due to conspiracy theories or interference from outside sources.

Thank you for your attention to this matter.

Rebecca (Becky) Tallman

c ~ (505) 610-4565

The words we share with one another matter.
The assistance, comfort and blessings we offer to one another matter.
The considerations we extend to one another matter.
How can we believe otherwise?

[EXTERNAL] Support for Social Studies Standards

Jan Thompson <janthompson0817@gmail.com>

Thu 11/11/2021 6:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I strongly support the proposed revisions to the social studies standards as prepared by PED. It is important that citizens know their true history to prevent repeating the same mistakes and to instill pride in the things we got right. Balanced truth-telling should be the goal.

-Jan Thompson

(pronouns: she/her/hers)

5243 Cochise Trl.

Las Cruces, NM 88012-9737

(575) 888-0886 (voice or text)

<https://www.facebook.com/jan.thompson.77312>

Piro-Manso-Tiwa Ancestral Land

[EXTERNAL] Proposed Curriculum

dksmith.thevibeguy@gmail.com <dksmith.thevibeguy@gmail.com>

Thu 11/11/2021 6:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am totally against these proposed curriculum changes. Our children need to be taught sound mathematics, science, English, and solid critical thinking, NOT CRITICAL RACE THEORY. You will only continue your path of destruction by implementing this garbage.

—Dennis Smith
Bernalillo County resident
Taxpayer

Sent from my iPhone

[EXTERNAL] Ah, just saw the new proposed standards and realized yesterday I was looking at old ones

Mitchell Freedman <mfreedman@theaskacademy.org>

Thu 11/11/2021 6:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I was wondering why the standards looked so familiar, as I thought to myself, this is only a tweak at best. I just got through looking at the very different standards, and I email to say, Bravo for most of it.

My only suggestions or queries are:

1. HS US History: When you write about labor struggles in the late 19th Century, may I ask you to be more specific as much of that history is not known, and most textbooks, outside of The Americans from Holt Reinhart, do not go into any detail at all. Historically speaking, our nation had the worst labor strife in the western world in the period of 1870-1935. We should be more specific about The Great Railroad Strike of 1877, Haymarket 1886, Pullman Strike of 1894, for examples. Those examples will help teachers who don't use a textbook get their bearings.
2. HS US History: I am intrigued the proposed standards return US History in High school to starting at preColumbian era. Right now, HS History begins post Reconstruction. I began my year, though, with the motivations for the Civil War, and then had the students watch the four hour Reconstruction series on PBS. I felt that set the tone for what I have been including with regard to the significance of racial stratification that continues thereafter.
2. My overall concern for the Civics/Gov/Politics is it is very airy and vague in its phrasing compared to the current standards. I am thinking there is not a textbook that will help get teachers who may not be as versed in Gov Politics to get a bearing. Am I missing something as to why the proposed standards are phrased in the way they are? To me, you may get radically different interpretations among teachers with the way the standards are written.

Mitchell J. Freedman
The ASK Academy
November 11, 2021

[EXTERNAL] rule support

donna thiersch <djthiersch@comcast.net>

Thu 11/11/2021 6:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We have many educators and social workers in our organization. We support this Social Studies plans to keep our children safe and informed to progress in their future of learning and living among different cultures and folks. thank you Donna Balsamo

[EXTERNAL] Comments on proposed social study rule

Jonathan AuBuchon <aubuchonj@yahoo.com>

Thu 11/11/2021 7:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear NM PED,

Here are my comments related to

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]

The standards talk about civics, economics, geography, history, ethnic/cultural/identity, and inquiry. While all of these topics are important within education, I am concerned that standards are being developed to evaluate our children's understanding that is subjective. This is especially evident in the language used in the history and ethnic/cultural/identity standards. Use of the terms equity/inequity or reconciliation provides opportunity for a large array of topics. How we view civics, economics, geography, and history influences our ideas behind equity and inequity and reconciliation. And while this should spark discussion and an opportunity for each student to express his/her views of civics/economics/geography/history it is troubling that a standard is being written that suggests there is a right/wrong way to look at this. It is further troubling to find words such as ally or identify group within the standards as if the desire is to promote a certain viewpoint rather than just to inform our children.

My recommendation is that this proposed standard be rejected and the current one be kept or revisions to this standard be met to make it less subjective and more generalized. The standards at the state level should be broad and should focus on civics, economics, geography, and history. I would recommend that ethnic/cultural/identity and inquiry standards be removed. I would further recommend that standards under civics, economics, geography, and history be relegated to main topics and not focused on the weeds. For example, the following are some of the geography standards proposed for high school:

"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"

These three elements could simply be replaced with "the student shall demonstrate an understanding of how location and place influence societal structures" This provides more freedom for each teacher to have an open conversation in their classroom and allows students to develop their own ideas on the relationship between say location and religion. Schools and teachers should be allowed the freedom to take a broad standard and apply it to their specific situation and these standards tend to get into the weeds and promote a social agenda that focuses on what is wrong with America. While this should be a part of the natural discussion in the classroom, it should not be mandated but rather fostered by teachers who are willing to

present facts about history, civics, geography, and economics and help their students to develop opinions both positive and negative.

Again, in summary I strongly recommend that these standards be removed or modified severely so that the focus is only on the topics of history, civics, geography, and economics and that the standards be fact-based broad statement rather than specific social viewpoints.

Sincerely,

Jonathan AuBuchon, concerned parent and citizen
Rio Rancho, NM

[EXTERNAL] Revision of NM Social Studies

Kaye Kennedy <kaye.kennedy524@icloud.com>

Thu 11/11/2021 7:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Revision of NM

I am a mother of LCPS students and HIGHLY DISAGREE with the revision of the NM Social Studies Curriculum and any other revision related to CRT!!!!

KEEP CRT OUT OF OUR SCHOOL SYSTEM!!!!!!

Mother of LCPS

Sent from my iPhone

[EXTERNAL] New Social Studies Standards

Gina Simmons <bosue82@gmail.com>

Thu 11/11/2021 7:13 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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-To Whom It May Concern:

The new Social Studies Standards being proposed are dangerous for our children and our communities in New Mexico and nationwide. They promote Critical Race Theory and the LGBTQ agenda. I do not support these standards.

Critical Race Theory is both divisive and detrimental because it makes an individual's moral worth subject to their skin color. Minorities are taught that they are oppressed and whites are taught that they are the oppressor from the day they enter this world until now. This is wrong for everyone.

I grew up in the South during the time of desegregation. It was a fight that needed to be had, but it was ugly. In the end, it did accomplish what it set out to do. It made ALL races equal in the eyes of the law and institutions. These new Social Studies Standards and CRT will completely obliterate what was accomplished all those decades ago.

Critical Race Theory is a Marxist theory and, as such, is working to promote Marxism in our schools and communities. There is NO individual that has ever flourished under this ideology.

CRT will push an ideology and create an atmosphere that does not allow for questions, discussion, disagreement or growth. This is not what education is about. Students should be free to question and learn from differences. Anything less is not education but indoctrination such as we see in China, Russia, Iran and North Korea. We are not those countries. We are America, founded on the principle of freedom of speech, freedom of ideas and the God given right to disagree and make our own choices.

I encourage you to look at these regulations and not be pushed by the current culture that demands compliance. Our children should not be taught agendas or ideologies. They should be taught basic academics (reading, writing, math, science, geography, civics, history) and the real history of these United States, the good and the bad.

I have grown up in a free America (not perfect but free) and I want no less for our children today. They should not be subjected to fear, division, mistrust, hatred, anger or humiliation over things they cannot control.

I also ask that you reconsider the decision to cancel the in person comment time. It is important that every citizen have an opportunity to speak if they so desire. Our government is for the people, by the people and of the people. We have the right to speak.

God Bless you and God Bless America,
Sue Simmons

575-751-0724

[EXTERNAL] Feedback on the Proposed Social Studies Standards

Doug Ghormley <dpghorm@theevca.com>

Thu 11/11/2021 7:15 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (964 KB)

2021-11-10 Letter Requesting an Extension to Proposed Social Studies Standards.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please find an attached letter from the Estancia Valley Classical Academy, a state-chartered charter school.

Thank you,

Dr. Douglas Ghormley
Estancia Valley Classical Academy
Governing Council, President



Estancia Valley Classical Academy

PO Box 1780 / 110 State Hwy 344
Edgewood, NM 87015
(505) 431-EVCA (3822)
theevca.com
facebook.com/TheEVCA
instagram.com/TheEVCA

TRUTH AND VIRTUE UPHOLD THE REPUBLIC

10 Nov 2021

To Whom It May Concern:

On October 21, 2021, the Governing Council of the Estancia Valley Classical Academy passed a motion to request that the New Mexico Public Education Department extend the deadline for public comment on the proposed Social Studies standard to July of 2022.

Sincerely,

Dr. Douglas P. Ghormley
Estancia Valley Classical Academy
Governing Council President

[EXTERNAL] social studies standards

Dale Emmert <emmert.idealnm@gmail.com>

Thu 11/11/2021 7:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hi, I am a retired teacher and I whole heartedly support the new social studies standards. Ethnic, cultural and identity studies and inquiry skills will benefit all students.

My only concern is that so many social studies teachers are not prepared to teach in these areas and parents are not educated about what inquiry/critical thinking skills are and why they are important for a democracy.

Dale Emmert, Las Cruces

Sent from my iPad

[EXTERNAL] Social studies curriculum

rnifeder <rnifeder@comcast.net>

Thu 11/11/2021 7:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My family is opposed to the proposed social studies curriculum being considered. This curriculum has aspects that endorse critical race theory and is not what we want to have as a requirement for our children to learn. This theory is decisive and destructive and should not be taught.

Inez Feder

[EXTERNAL] proposed social studies curriculum

nikki hernandez <nikkihdz@yahoo.com>

Thu 11/11/2021 7:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena,

My children attend the Rio Rancho public schools. As a parent I do not approve of the proposed social studies curriculum. You can't teach against racism by teaching racism. My children are Hispanic and white. I do not want them to be taught to hate themselves. Government and civics needs to be brought back into the high school curriculum. All Americans should understand the constitution and their rights.

Sincerely,

Nikki Hernandez

[EXTERNAL] Social Studies

DAVID ILGEN <DAVIDILGEN@msn.com>

Thu 11/11/2021 7:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a parent of a student, I am calling for a complete rejection of the standards as written. A rejection of language that is associated with CRT. While you may not be calling this CRT, this is just a thinly veiled way of getting it into the classroom. The standards should reflect efforts at cooperation rather than division which the racist CRT agenda invites. Go back to the drawing board PED and give our kids a curriculum that is fair and balanced, not racially charged a Leftist leaning.

David Ilgen

Get [Outlook for Android](#)

[EXTERNAL] NO CRT

Susan Yeager <suyeag@mac.com>

Thu 11/11/2021 7:30 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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You may call it what you wish but my children and grandkids will not learn this ... we need to learn truth good bad and ugly and learn how to navigate it with wisdom and kindness. We will not stand for children being told they are inherently bad because of the color of their skin any child any color... this is wrong and we can't wait for the season to vote.

Sent from my iPhone

[EXTERNAL] Critical Race Theory

Jena Blomquist <jenaquist@gmail.com>

Thu 11/11/2021 7:47 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Greetings,

My name is Jenny Blomquist. I have two children in our public school in Magdalena, New Mexico. Our school is very small and serves families of all races that come seeking education for their children, without regard to race. Even though our school is small it, as all schools across our country, faces huge challenges. Today, the newest challenge to our school is whether to resist the force of political peer pressure and face financial punishment from my government, or to bend the knee in submission to a popular trend.

We trust that those in charge of curriculum and school policy have the best intentions for our children and that they are safe not only from physical harm, but radicalized theories that jeopardize their futures as successful and happy adults. In regards to this racist trend that has come to be named Critical Race Theory, I can say in complete honesty that my children have had lasting friendships since kindergarten with kids of all skin colors. Our school is about as interracial as it gets and I do not believe our kids to be in danger of any type of racial discrimination.

However, if CRT is accepted into our school as curriculum, my children, who are both mixed blooded americans but very much "appear" to be white, will be grouped into an "identity" that really has very little to do with their identity as Americans. They will be labeled as the "bad guys".

How can this possibly serve to bring us together when its entire teaching is to divide us? I have read the PED draft and that is exactly what it is. This will divide us as a nation by forcing children into very uncomfortable conversations where some of them are considered "the bad guys" based on the amount of melanin in their skin, and others are considered "the victims' ", no matter how impressive their own personal accomplishments may be. In a future where CRT is taught to our future generations, I worry that we will be more divided than ever. Unique not as individuals, but grouped as tribal identities. In its most basic nature, CRT is Totalitarian and Communist and has no seat in our classrooms. Should real history be taught in schools? Of course. Should we all be aware of the plight of the indians and the nature of slavery in the US? Of course. And largely, IT IS. But including in that curriculum where as a class activity, children are told to identify themselves as white or black, yellow or brown, privileged or unprivileged, good or bad, is almost certainly a bad thing. That is how we not only keep racism alive but enliven it.

As parents, we are challenged to be more involved in our kids' education and now it's more important than ever, even though it is not necessarily more doable for most of us. Our only options become to either allow an already overreaching government to indoctrinate our kids without regard for parental consent and hope for the best, or to pull them from school completely and homeschool. I am not describing a small measure of people here.

Thank you for your attention,

J.Blomquist

[EXTERNAL] I vote no for CRT proposals

Ron Z <ronzawis@abq.com>

Thu 11/11/2021 7:50 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I vote no for CRT proposals. I will work hard to remove any elected officials that support this socialist stance.

Ron Zawistoski

[EXTERNAL] Teach the history that this country has gone through whether it is good or it is bad. Some say CRT is bad but it is our countries history. If you don't teach CRT it is censorship. Our children deserve the truth.

Jerry Criner <ur606@yahoo.com>

Thu 11/11/2021 8:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thanks

Jerry

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Comment from SEL4NM re. revised Social Studies Standards

Amy Franklin <amymcconnellfranklin@gmail.com>

Thu 11/11/2021 8:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Ramirez, Cynthia <ramirez@techabq.org>; Ali Moore <ali@futurefocusededucation.org>; Sona Magdalena Saiz Alaniz <m.soalaniz3@gmail.com>; Kathy Price <kathypricenm@gmail.com>; Lynne McMahan <lynne.mcmahan@prescott.edu>; Hunt, Michele <mhunt@anansi.acstaos.org>; Nina Feliz Gonzales <ninafeliz@unm.edu>

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NM Social Studies Standards

Comment by founding leadership team of [SEL4NM.org](https://www.sel4nm.org)

The Purpose of Education

Schools have a responsibility to create classroom environments and school cultures that support equitable outcomes for all learners. Participation in our increasingly complex, rich, diverse democracy requires competence in social, emotional, cultural, civic and academic capacities.

Schools can intentionally develop competency in these five domains through direct instruction supported by learning environments that foster connection, belonging, and inclusion and embrace a diversity of perspectives and lived experiences, providing practice in meaningful engagement with complex, real world problems.

Learning happens when students feel safe, seen, connected and respected. Students' cultures and lived experiences need to be recognized, embraced, and celebrated. Schools need to provide inclusive, culturally responsive classrooms led by informed teachers who regularly reflect on their own positionality and biases.

By nurturing self awareness, identity and a sense of belonging based on a realistic understanding of the complex history of the United States, schools provide an environment in which students feel safe and seen. A culture of safety and belonging encourages students to think critically, to analyze information, to bring forward their own ideas, dreams, thoughts and take action. Schools that provide reliable practice in collaborative problem solving foster the capacity and habit of taking meaningful action based on information and analysis. Students need a supportive environment to develop a sense of agency - the skills, confidence, and willingness - to make a difference, individually, interpersonally, institutionally, globally.

The proposed revised Social Studies standards helps us all understand social systems and oppression. Analyzing social forces is hard work. We need young people equipped with personal skills - self and social awareness, a sense of identity and belonging, the ability to self manage, to feel empathy, to demonstrate resilience. They need practice in creating and maintaining positive relationships and in making responsible and compassionate decisions in order to to access and critically analyze information, feel motivated to take social action and engage in the struggle to achieve justice and equity consistent with the promises of our democracy.

The leadership team of SEL4NM supports the proposed revised NM Social Studies Standards as a critical contributor to our vibrant democracy.

The founding Leadership Team of SEL4NM,

Amy McConnell Franklin

Cynthia Ramirez

Kathy Price

Ali Moore

Sona Saiz Alaniz

Michele Hunt

Nina Gonzales

Lynne McMaha

Resources

<https://www.edutopia.org/article/how-sel-can-help-make-schools-feel-more-inclusive>

<https://drive.google.com/file/d/1-jCQ4WRzAhMVaBYA8wWknQfpTIW9WNIL/view?usp=sharing>

[EXTERNAL] CRITICAL RACE THEORY IS CRITICALLY DIVISIVE AND, THUS, CRITICALLY WRONG

jess holmes <jess.t.holmes@gmail.com>

Thu 11/11/2021 8:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Since the days of Martin Luther King, we, as a society, have truly endeavored to teach inclusivity to all and to end discrimination forever. The idea that teaching divisive critical race theory would better human relationships is absurd... it will actually exacerbate the ugliness that prevails when one race considers another race to be inferior. We should be moving away from thoughts and ideas that point out cultural differences and accusing people of being guilty of transgressions that occurred before they were even conceived. If, for example, I had a father that was incarcerated for some crime, I would certainly be affected by it but I would not be guilty of his transgression. The teaching of CRT is doing just that... accusing youth of being guilty for something that perhaps their ancestors did or did not do. Of course we must know our history and what has transpired before but we must not be forever tainted by our skin color and our "accidental" birth... Yes, we must know real history so that we will not repeat the errors that occurred, but we must do it in a way that uplifts and not accusatorily condemns. Learn from the past... take the best and move forward...

Instead of teaching divisiveness, therefore, we must be concentrating on teaching our youth the very principles upon which this Country was founded. We must stress the preamble of the Constitution of the United States that states: "We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." In addition, there are certain inalienable Rights as stated in the Bill of Rights and those include the right of free speech, of free assembly, of free press and free religion... in short, freedoms that were never found in those countries from which the settlers of this country fled. They came to this Country to escape the inequities of their homelands and to find freedom for themselves and their families. This Country was not, as certain divisive groups would have us believe, founded on slavery. Slavery was unfortunately an inherent and abhorrent practice throughout the history of the world from the time of the Egyptians to today in ALL parts the world and was something our society experienced and abhorred. Our ancestors fought a civil war to end that inhumane and inglorious practice. Therefore, we must be teaching our youth that the practice of slavery should not be tolerated under ANY conditions and that they should be grateful that our Country is no longer encumbered by those practices. We got away from that when the Civil Rights Act of 1964 specifically outlawed discrimination based upon race, color, religion, sex and national origin.

I urge you, therefore, to encourage the youth of our Country to move forward... in a positive way... to promote the tenets upon which this Country was founded... to once and for all put an end to racial division and teach us all to be color blind... that no matter our ancestral background, we are all equal and enjoy the same equal opportunities to better ourselves and this Country. Martin Luther King said it for us all... "All men are created equal..." Who are we, then, to begin to undo those beautiful words and return to the pre-civil rights era of creating cultural divisions... CRT is the ugly elephant in the room that would have us all, our children included, believe that we are not all created equal...

Thank you and I trust you will regard this letter as a positive step toward the educational future of our children,

Jess Holmes

Sent from [Mail](#) for Windows



Virus-free. www.avg.com

[EXTERNAL] Ped -hearing: NMAC 6.29.11, Repeal and replace Social Studies Curriculum, NMAC 6.30.6., repeal and suspend authority of local school boards and required training 6.60.11

Kaarina Jager <jkaarina@hotmail.com>

Thu 11/11/2021 8:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom This May Concern:

Regarding the Social Studies Curriculum, NMAC 6.29.11, I already sent you my response: Emphasis should be on shared values and mutual prosperity as well as cooperation between religions, races, ethnicities, genders by loving and serving each other.

Regarding NMAC 6.30.6, continuing the suspension of local school board authority: the strength of education is in local control of curriculum and personnel. I feel extremely sad for the future of New Mexicans as this already failed model of central planning and control is being continued. Since I hail from Scandinavia, where there is a long tradition of local government control in healthcare and education, I know that the results are superior and the people are among the happiest in the world.

Regarding NMAC 6.60.11, I would love to know what the required training entails since I volunteer in the schools.

God Bless You in your important mission.

Sincerely,

Kaarina Jager
Roswell, NM

[EXTERNAL] New social studies curriculum proposal

Robert Schenk <rlmaschenk@gmail.com>

Thu 11/11/2021 8:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am the grandmother and legal guardian of a kindergartner and I am strongly opposed to the PED plan to teach our children that not all people are created equal, that because of the color of some people they are inherently evil, that some people will always be victims keeping them from becoming the best they can be. Teaching our children that the United States is an evil country is outrageous. Our family has never ever been given special privileges because of our color, we became who we are because we worked hard and never gave up. I plan to teach my grandson to work hard and appreciate this great country. If this law is passed we will pull him out of public school. Stick to teaching children life skills, not someone's opinions.

God bless America.

Margaret Schenk

[EXTERNAL] Strong support for the new Social Studies Standards

Michelle Valverde <mvalverde30@gmail.com>

Thu 11/11/2021 9:27 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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11/11/21

To the New Mexico Public Education Department Leadership. Thank you for the opportunity to provide input. I strongly support the new Social Studies Standards for New Mexico. These standards are long overdue and desperately needed for several reasons: 1) they will help NM comply with the Yazzie/Martinez court ruling; 2) they will expose all students in NM to accurate historical events and processes; 3) this will lay the foundation for critical analysis and positive actions that are not possible now due to the lack of correct and comprehensive information; 4) students will be better prepared to participate in our democracy; 5) educational outcomes such as increased engagement and attendance as well as improved graduation rates and college completion rates will improve given the documented evidence for this type of an approach (more rigorous, inclusive, and accurate). Improved educational outcomes are linked to other health, economic, and social benefits so now is the time for NM to take this important step in propelling our state forward.

Respectfully submitted,

Michelle Valverde, Ph.D.

Education Policy Analyst and Youth Leadership Development Facilitator

mvalverde30@gmail.com

(575) 312-4875

[EXTERNAL] Proposed Social Studies Standards

T-Knox Properties <tomsco@pvtm.net>

Thu 11/11/2021 9:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am against the proposed social studies standards for our public schools in New Mexico. The parents in Virginia were also against the arbitrary and heavy-handed proposals to the education system there.

Regards. Tommy Scroggin

Sent from my iPhone

[EXTERNAL] Do not play politics with education

Elizabeth Bennett <lizben@nmsu.edu>

Thu 11/11/2021 9:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am writing to express my concern regarding a letter sent by the GOP to the Public Education Department requesting a change in Social Studies standards. I support the belief that the standards build bridges between groups, teach important civic values and teach students how to think, not what to think. I also believe in the value to teaching an accurate history despite the challenges of grappling with our nation's troubled past.

I hope you all continue to serve with integrity and thoughtfulness opposed to allowing a fear mongering political play to influence your decision making.

Thank you.

Sent from my iPhone

[EXTERNAL] New social studies rules

Madelyn Jones <wethepeoplenewmexico@gmail.com>

Thu 11/11/2021 9:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We stand with the parents that believe that it isn't the role of education to indoctrinate students in their beliefs on matters of social interaction.

Critical thinking is a part of education. Critical theory is not. The word theory means an idea being put forth that requires investigation of all possibilities of outcome to prove its validity or its failure. Social studies does not fall into that category especially at the beginning of attending a school environment being reserved to the high school level but better at the college level.

Young brains are not ready for abstract thinking until they have learned established information. The failure of Common Core is proof of that. The PED is over stepping its authority that belongs to School Boards. Establishing curriculum is in their job description.

[EXTERNAL] Views of a licensed educator

jsauer000 <jsauer000@gmail.com>

Thu 11/11/2021 9:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I do not recommend adoption of CRT in any curriculum as it will be incomplete and one sided in its approach and at best, based on opinion only and therefore theory only. The study and instruction of CRT will not include instruction on the world's governments use of people's.

Lastly, may I remind those non-science majors that the term 'race' is a man-made term. There is but one family and specie of human. There is no such thing as Homosapien-asiatus, homosapien-crackeritus, etc. Every culture of people has baggage.

Focus on improving reading and mathematics skillsets.

[EXTERNAL] Comments on Proposed Social Studies Standards

pnlgrano@aol.com <pnlgrano@aol.com>

Thu 11/11/2021 10:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

Below is my feedback on the Proposed Social Studies Standards:

- [Page 31, Section 3.29: *Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.*](#) Comment: Who are the people or groups that have been identified throughout history to bring more justice and fairness to the world in this curriculum? This can be very subjective as some people might think that someone or some group has brought more justice and fairness to the world while some people may think the opposite. For example, some people may think that Vladimir Lenin brought justice and fairness to the world because he led the communism revolution in Russia and that communism is fair and thereby he brought fairness to the world. Also, what is the definition of justice and fairness that is being used? For example, some may argue that it is fair to take from people who have worked hard for their money (taxes) and give to others who choose not to work (welfare).
- [Page 33, Section 4.7: *Examine and evaluate the rules, laws, and authorities that keep people safe in New Mexico.*](#) Comment: Is there any discussion on rules, laws, and authorities that do not keep people safe in New Mexico? For example, "keep people safe" may be subjective. Will there be any discussion on rules, laws, or authorities that don't really keep people safe in New Mexico (e.g., early release for some violent criminals, COVID mandates, etc.) but are implemented because they feel good, are good politically, etc?
- [Page 39, Section 5.12: *Describe how inequity in the United States laid the foundation for conflict that continues today.*](#) Comment: Is this section going to be based on Critical Race Theory (CRT)? If so, I do not support this section. If this section is going to be taught equally from the perspective that inequity existed before the United States and that all races and cultures have been perpetrators of inequity (and not just the Europeans and the United States), then this section is ok.
- [Page 57, Section 7.610: *Brainstorm ways in which New Mexicans might heal from past and current injustices.*](#) Comment: What does is this section's definition of "heal." If it is reparations, then I do not support this. What injustices does this section refer to and who does this section refer to in regards to those who caused injustices? For example, if this section focuses on Europeans causing all the injustices, then I do not support this section.
- [Page 75, Section 8.90: *Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies.*](#) Comment: What is the definition of "anti-immigrant" policies? For example, the Chinese Exclusion Act of 1882 is an example of an "anti-immigrant" policy that warrants study, but building a border wall to secure the US border is not. If building a border wall is going to be used as an example of an anti-immigrant policy, then I do not support this section.
- [Page 95, Section: 9-12.NMH.54: *Identify what makes New Mexico a good location for the space industry.*](#) Comment: This is a conclusion based on opinion. Who says that NM is a good location for the space industry? Perhaps it is, perhaps it isn't. Recommend this be changed to: "Identify what may make NM a good location for the space industry and why NM may not be a good location for the space industry."
- [Page 96, Section 9-12.NMH.55: *Give examples of the different types of sites and activities that would make people want to tour aspects of our state.*](#) Comment: Should teach the opposite point of view as well. Why wouldn't people want to tour our state (possible examples being: crime, COVID mandates, inadequate public transportation, etc.)
- [Page 104, Section: 9-12.US.56: *Evaluate what an efficient, equitable, and just economic system would look like in the United States.*](#) Comment: What exactly is going to be taught in this section? I do not support the promotion of socialism and taking from people who have worked for what they have and made good life choices to give to those people who do not work, expect handouts, feel that society owes them something, and make poor life choices.
- [Page 105, Section: 9-12.US.69: *Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present.*](#) Comment: Will there be discussion of this topic during other times in

history/present? What about the suppression of civil liberties during a pandemic? Is the government justified in removing civil liberties during a pandemic?

- [Page 111, Section: 9-12.US.129: *Explore the movement against police brutality.*](#) Comment: Strongly disagree teaching this section as it is very one-sided. Will there be any discussion about people not complying with police and justified use of force by police? Will there be a police officer present to actually discuss what his/her job is like and the challenges that are faced? Will this section discuss the good that police officers do?
- [Page 111, Section: 9-12.US.135: *Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.*](#) Comment: Will there be any discussion on people being held accountable for their actions or will this section focus on blaming others rather than the individual for his/her problems?
- [Page 122, *Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*](#) [Section 9-12.ECI16:](#) Comment: Is this based on race (e.g. white privilege)? If so, I strongly disagree with this section in that it will promote that white people have everything handed to them and have special privileges while everyone else does not. Will Affirmative Action be taught in that some groups are given privilege by the government at the expense of other group(s) (e.g., hiring quotas based on race or gender)?

It is difficult to know what will actually be taught without seeing what text books will be used to teach Social Studies. I recommend letting the public comment on the text books that will be used to teach Social Studies so that the context and material being taught can be analyzed by parents.

If any part of this curriculum is based on Critical Race Theory (CRT), I strongly disagree with this being used to educate kids. Anything based on CRT should not be used in the teaching of Social Studies.

Thank you for allowing public comment on the proposed Social Studies Curriculum.

Paul Grano

[EXTERNAL] Social Studies

WbarJ Wells <kuntryfam@gmail.com>

Thu 11/11/2021 10:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As regards the Public Education Department's proposed social security curriculum.

CRT founder Derrick Bell wrote,

" The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded"

If the United States and its political system are so terrible, capitalism and the safety nets provided by taxpayer dollars for those who cannot care for themselves so inequitable why do the poor from every part of the world want to come here?

Why teach differences and emphasize that which divides instead of finding commonality in order to find unity?

As a black parent expressed to his local school board "Teaching a child today that he has grievances against another child because of something that happened 2 centuries ago is morally wrong. Refuse this agenda and let racism die the death it deserves."

Critical Race Theory is designed to destroy our society, your proposal contains far too many similarities to CRT to be successful in aiding our state to progress with harmony and unity between our ethnic groups.

Every culture in history has its errors and faults; the United States Constitution has provided for the injustices of the past to be overcome through the basic paradigm of individual rights and protection from the rule of the mob.

Jimmie Wells

PO Box 21

Claunch NM 87011

[EXTERNAL] Revised social studies standards

J Burgess <burgessjk@gmail.com>

Thu 11/11/2021 10:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I totally support the proposed new standards for the social studies curriculum and oppose efforts to suppress the changes. The new standards were developed by dozens of New Mexico educators from all over the state, who identified deficiencies in the old standards. More than 60 K-12 New Mexico educators volunteered their time to draft, debate and revise explicit and grade-appropriate new standards. The status quo will not prepare our students for successful lives in the 21st century. Embrace the change, don't fear it.

Respectfully, a retired educator,

J Burgess

[EXTERNAL] Re: Think New Mexico's Additional Public Comment on 6.29.11 NMAC

abenicio@thinknewmexico.org <abenicio@thinknewmexico.org>

Thu 11/11/2021 10:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: 'Fred Nathan' <fred@thinknewmexico.org>; kristina@thinknewmexico.org <kristina@thinknewmexico.org>

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Good morning,

Think New Mexico has reexamined the original recommendation submitted as public comment and identified high school economics standards within Section 18 of 6.29.11NMAC that fall under microeconomics. Microeconomics focuses on the individual and their behavior within an economy. Personal finance makes a perfect substitute, as this focuses on the individual and their financial decision-making based on macroeconomic factors (e.g. inflation, supply and demand). Think New Mexico would like to recommend that the following standards be removed and substituted with the previously proposed personal finance standards:

6.29.11.18 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL ECONOMICS AND PERSONAL FINANCE:

A. High school economics and personal finance.

- (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.

This also addresses the recommendation to eliminate some standards to ensure that teachers have the time and flexibility to cover the new personal finance material well.

Many thanks for your consideration.

All the best,

Abenicio Eliray Baldonado, MPA | Education Reform Director

Tel: (505) 303-4769

Fax: (505) 992-1314

www.thinknewmexico.org



Think New Mexico
1227 Paseo De Peralta
Santa Fe, NM 87501

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[EXTERNAL] Social Studies Standards

Sara K <skeeney@swcp.com>

Thu 11/11/2021 10:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

I am writing in support of the proposed Social Studies standards that New Mexico will be adopting. It has come to my attention that because the standards include examination of historically documented racist history in our country, some groups are pushing back and claiming that the standards are based on Critical Race Theory--without any accurate definition of what Critical Race Theory is. Arguments using the term CRT are highly politicized right now and lump a number of concepts together and proclaim them negative, based on a fear that learning any negative aspects of our history will cause students not to love and respect our country. Students are much more likely to love and respect their country when they learn about the values of freedom and human dignity in instances of failure or uneven application and of instances of correction, than if they are only presented with an inaccurately rosy version of our history.

As a retired principal, I am deeply concerned that Social Studies standards--which have been well thought out and carefully designed to remedy some gaps that may have existed in the past, will be diluted due to political pressure. Going by the axiom, "**My country, right or wrong; if right, to be kept right; and if wrong, to be set right,**" why wouldn't we want our children to learn the ways that privilege for some has been codified in policy to the detriment of others? The question of what is a just and equitable society is an outstanding inquiry for our students and future leaders to engage in, and their debate must be informed by accurate history about successes and failures in the past.

New Mexico is under legal mandate through the Martinez-Yazzie lawsuit to improve education for all groups. The proposed Social Studies standards will move our state forward in more accurately acknowledging the history, suffering and contributions of all groups.

Please do not dilute the standards under confused fears of an inaccurately understood label of CRT. Thank you.

Sara Keeney
1112 La Font Rd SW
Albuquerque, NM 87105

505-379-3392

[EXTERNAL] Comment for new Social Studies Standards

Melinda Reynolds <mindypadillareynolds@gmail.com>

Thu 11/11/2021 10:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I would like to register my support of the new Social Studies Standards. As a retired educator, I am accustomed to following grade level standards for each subject. After having read through the new draft, I found it clear, and concise, with a smooth fluency from one grade to the next. I especially liked the continuity of the inquiry strand. With so much misinformation from numerous sources, it's important for students to learn from an early age how to distinguish between accurate and inaccurate information by identifying the sources. Critical thinking is more important now than at any time in our history. I also appreciate the emphasis on diversity of cultures and their contributions to society in a state like ours. It would be helpful to increase the emphasis on conflict resolution throughout the curriculum.

Thank you for your work.

Melinda Padilla Reynolds, NBPTS
Retired from Los Lunas Public Schools

[EXTERNAL] Support for Proposed Social Studies Standards

Allison Lemons <lemons.allison.k@gmail.com>

Thu 11/11/2021 10:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena,

I am a grandmother of two boys in the public school system in Santa Fe, grades 2 and 5. As such I strongly support the proposed social studies standards.

I am a graduate of St. John's College, Santa Fe, which I attended because I wanted to learn how to think critically. My K-12 public school education in Michigan failed to do that. I believe the proposed social studies standards will improve critical thinking skills and also promote the mutual understanding of people from different cultures, religions, and economic statuses. This understanding is crucial if we as a species are going to work together to solve the problems facing us.

Sincerely,
Allison Lemons

[EXTERNAL] New social studies standards for New Mexico's K-12 students

Lorilynn Violanta <lynnviolanta@gmail.com>

Thu 11/11/2021 10:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the Public Education Department,

As New Mexico resident, I am writing in strong support of the proposed new standards for social studies for New Mexico's K-12 students. Considering we are in a time where civic discourse is so polarized, it is incredibly important for our children and youth to build their critical thinking skills and apply a higher level of inquiry about historical events rather than just memorizing names and dates. We must provide students with different perspectives of experiences and events throughout history to help them understand how our past shapes the world we see today. And while we may all come from different backgrounds, we must work together to ensure our state and nation live up to our democratic ideals. As we know in New Mexico, our individual differences make our collective community stronger. Please support the new social studies standards.

Thank you,

Lorilynn

--

Lorilynn Violanta

lynnviolanta@gmail.com

[EXTERNAL] The proposed standards for social studies

Kathryn Tijerina <kathtijerina@gmail.com>

Thu 11/11/2021 10:32 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My comments on the proposed standards are:

- More emphasis on Native American Tribes as governments and how they interact with other governments like the State of NM and the U. S.
- Needs more recognition of Native Americans living off of tribal lands. Over 75% now live in urban and rural areas away from reservations. Their level of support and their experiences are very different. School children need to be able to identify with them, since the large majority of Native school children in NM come from these families.
- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Thanks you for your work on these standards and your outreach to the community.

--

Kathryn

Kathryn Harris Tijerina, JD

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kathtijerina@gmail.com

[EXTERNAL] Social Studies Standards

Becky Argo <bargo@bulldogs.org>

Thu 11/11/2021 10:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Social Studies Standards 2021

1. **WRONG dates and information**

- a. Theme 2 History 14 8.32 “Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.”
 - Major European explorers explored in the 15th AND 16th Century.
 - The new guidelines DO NOT list any names of specific explores.
 - 15th Century = 1400’s so Portugal and Spain up to Columbus.
 - 16th Century = 1500’s Portugal, Spain, & France should also be included in the standard. They are not included after this standard either.
 - b. Little to no guidance on content specifics (people, places, dates, events)
 - c. None of these important people or events are mentioned: Pocahontas, Juan Ponce De Leon, William Penn, Anne Hutchinson, George Washington, James Madison, John Locke, The Prophet and his brother Tecumseh, Five Civilized Tribes, Trail of Tears, Indian Removal Act, Manifest Destiny, just to list a few, Hiram Revels, Blanche K. Bruce (African American Senators during the Revolution), Dred Scott, John Brown, Fredrick Douglas,

2. **Written as Assignments, not Content Standards**

1. History 16 8.48 “Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution”

-The wording of this standard implies teachers are to have already taught the

-Causes of the American Revolution (which should be a standard, BUT IS NOT under these new proposals)

-the demographics (I don’t know what this means here. Like the geography and location of the battles of the American Revolution?)

-and the results of the American Revolution.

THEN tie all of that together and compare it to Revolutions that came after ours. Which ones? As a veteran teacher, the answer here is the French Revolution.

New Teachers will not know this, and neither will teachers who have strictly taught from a textbook.

2. 8.30 “Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.”

-I don't know what content I am supposed to teach here.

-“Support a claim” What claim? Anyone's ideas? Or historical fact? This Assignment would require many weeks of teaching indigenous lifestyles and histories from around the world PRIOR to writing a response.

-“Global Problems” How broad can one be? There must be more direction and specifics for teachers to be cohesive across the state. This is a U.S. History standard, not World History.

3. **“Biased Maps”**

Anchor Standard

-8th 6-8 Inquiry 23 8.5 “Identify inherent bias in maps and analyze how they impact cultural memory.”

a. Maps are not biased. They have facts of space and time but are inherently

UNBIASED in nature and design. They reflect time periods. Forcing Bias into mapping is BIASED!

4. U.S. Histories overlap 400 years. No need for H.S. history to travel back to the Columbian Exchange! That's an 8th grade standard/time-period, and should stay that way

All I ask is that teachers be given standards NOT Assignments. Standards which guide and provide specifics for the content of historical people, places, events, times, eras, and into the future. I ask for standards that are UNBIASED. Standards that let history teach itself. I have never had to explain the evils of the Trail of Tears, The Long Walk, slavery, the Holocaust, The Spanish Inquisition, or any other human travesties as my students are thinkers and have always been able to think and reason on their own. The way the new guidelines are written is taking away students' right to think and formulate their own opinions. Many historical events are filled with human evil, and it's easy for students to pick that out. Many human events are also filled with grace, compassion, love, change, and these are the events omitted from the new social studies guidelines.

[EXTERNAL] Proposed Re-Development of the Social Studies Standards

Scott and Nancy Stall <scottandnan@outlook.com>

Thu 11/11/2021 10:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Mr. John Sena,

The proposed *Re-Development of the Social Studies Standards* should never be allowed into public schools. These standards express very one-sided opinions which are presented as singular facts. It is the job of educators to present the facts to our students, not opinions. Please stick to teaching facts and let our children decide how to interpret them.

There are many examples of the proposed standards stepping across the lines of education and into areas that would be considered propaganda.

For example, the plug for gun control in 9-12. US.132. is completely out of line in educational standards. If a curriculum is to present the downside of gun ownership, it should present the positives as well.

How can curriculum, without knowing each student's family, history and personality, teach them how to have pride in their identity or to consider historical context in mending, transforming and healing future interactions? Are our teachers now to become psychiatrists?

Cultural differences have always been celebrated in our melting pot, and to have this curriculum teach children that culture offers "privilege or systemic inequity" will be crippling to the process of letting them become successful. There is no greater place in this world than the United States to offer opportunity to all people that are willing to work hard. It is what made America stand out as an example to the world.

Regarding separating children into cultural groups, what of those that are from multiple cultures? Who is to define what "group" they should belong to? Why not celebrate the fact that we are all united as Americans so we can learn to come together to improve this great nation?

Teaching our children that there is continued oppression that arose from slavery will only tear the people of this country apart. The practice existed long before Christopher Columbus set foot in North America. People of all cultures throughout history were captured into slavery. Hundreds of thousands of American men died in the Civil War fighting to end slavery here, yet we are being told that, if you are white, you are an oppressor, and if you are black, you have no power. I've never oppressed anyone, and no skin color can make you that person. You want to make our children believe that their skin color will define who they are and how they treat others. Why would you want to oppress our children by making them believe that? To tell a child that, because of their race, they are unequal takes us back to the days of slavery.

There are so many things in these standards that are not beneficial for our students. In addition to the items above, these standards include detailed assignments, taking teaching out of the hands of our educators. How can anyone think that a group of people that are not in the classroom every day with our children can know how to best teach them?

Please do not allow adoption of the proposed *Re-Development of the Social Studies Standards*.

Kind Regards,
Nancy Stall

[EXTERNAL] Proposed Rule Changes

Mona Koerner <monakoerner@centurylink.net>

Thu 11/11/2021 10:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Policy Division, NM-PED,

Here are my comments on the proposed rule changes for primary and secondary education standards for excellence social studies.

Social studies is the study of human action in society. Therefore, it is important that students learn what constitutes human action. Prior to the amalgamation of various fields such as history, philosophy and economics into the lump of "social studies" there was a clear distinction about what action had taken place i.e. history is about facts that can be documented and cross-referenced to tell a story of what people "did" and the result of those actions. This is separate but related to philosophy which is what some "think" should be done or explains what is to be done. Students need to clearly distinguish between reality and theory.

Another important aspect of social societies must be the recognition that only individuals act. Yes, they act in the context of various social associations such as family, community, business, government but only individuals can make moral decisions to act or not act. When individuals choose to act collectively they can do so with great benefit or great harm and a robust history curriculum will study major figures of the past and how they acted in certain circumstances.

Our students need to learn responsibility and courage to be responsible citizens in a free republic. Thus, they must understand individual choice.

It is for these reasons, I recommend deleting all "Ethnic, cultural and identity standards." as written. These standards are divisive and not appropriate in a nation that calls itself "United".

Please also remove references to "take action" - these appear to relate to a type of groupthink mentality.

Please remove references to an "identity group" and "equity". A country based on the rule of law must measure fairness and justice by whether the law is applied equally to all individuals. "Equity" as used here refers to something else and is not appropriate.

"analyzing the persistence of the "lost cause of the confederacy" narrative?" What is that? Please remove.

"evaluating what an efficient, equitable, and just economic system would look like in the United States" - you mean dreaming of utopia? isn't this history standards? This should be: "compare and contrast the efficiency, benefits and costs of economic systems that have been implemented."

"exploring the legacy of "othering" in the United States" - what? delete this

"assessing the ...impacts of conservatism" only conservatism? Don't you mean:" the impacts of various political philosophies?" Why are they not studying the impact of progressivism? post-modernism? communism?

"history of guns compared to other world powers" - how about examining the Second Amendment to the Constitution. What does it say? Why was it included? Why is it important?

"the health of American democracy... protect American democracy"- what is this? delete.

"immigrant sentiment" ? replace with a study of immigration policy and how it has changed over time.

"radicalized labor and caste systems, such as encomienda and slavery in Spanish and Portuguese America" - for United State History? remove this. it is not US History.

And in general remove any references to analyzing the effect of policies on certain groups unless it is necessary to understand those policies and their consequences. Otherwise, all analyzing should be in reference to how individual action was shaped or changed or how individual action shaped or changed things.

Sincerely,

Mona Koerner

[EXTERNAL] CRT

Rachel W. Banister <rachel2387@gmail.com>

Thu 11/11/2021 10:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Say no to CRT. Critical race theory is false and should not be taught in schools.

Sent from my iPhone

[EXTERNAL] 6.29.11 NMAC, Social Studies

Ronald Oakes <ron@ron-oakes.us>

Thu 11/11/2021 10:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in response to the subject proposal

As an introduction: I am a first-generation New Mexican, whose parents moved to New Mexico from other parts of the United States in the late 1950s. I grew up in the Alameda area of Albuquerque's North Valley and attended Albuquerque Public Schools throughout my childhood, graduating from Cibola High School in 1984. My race and ethnic heritage is white/Northern European.

Before I get into any specific comments, I will make some general historical observations about my own education during the 1970s and 1980s. In that time, most of the New Mexico history and cultural education I received was during my elementary school years from 1st to 5th grade. Starting in the 6th grade, most of my social studies and history was either focused on cultures outside of the United States, including ancient history, the classical cultures of Egypt, Greece, and Rome, or US and world history from a very European or even Anglo (English Colonial) perspective.

At least between the cultural offerings readily available in the state, and my elementary school years, as well as the unique pervading culture of Albuquerque and New Mexico, I learned perhaps more about New Mexico and Southwestern non-Anglo culture and history than many of the people I have met in the roughly 27 years I spent living in Illinois and California between 1989 and 2016.

I am not an educator, though I have family who are teachers in New Mexico, but not in Social Studies. I am a parent to one now grown child who was educated in Illinois and California.

I have looked over the proposed updated Standards for Excellence in Social Studies. Overall, I find them to be a very good proposal that both addresses the weaknesses that were present when I went through the New Mexico education system and updates them for the twenty-first century.

I especially applaud the parts that encourage students to learn critical thinking and discernment skills. I am well aware that these skills, especially in relationship to areas involving race, culture, and sexual and gender identity, are extremely controversial right now.

But I believe it is right, proper, and necessary that these skills are cultivated, taught, and encouraged in public and private schools. Our future generations need to be taught how to think on their own and make their own decisions and form their own opinions. They should not be taught what to think either by their parents, or by any educational system.

A few specific sections that I either think are exceptional, or have specific comments on include:

- Section 6.29.11.11 E(2) – 3rd grade History section on community building
- Section 6.29.11.11 F(4) – 3rd grade Inquiry section on reasoning
- Section 6.29.11.12 D(3) – 4th grade History on historical perspective
- Section 6.29.11.12 D(4) – 4th grade History on power dynamics
- Section 6.29.11.12 E – 4th grade Ethnic, Cultural, and Identity standards. This whole section is outstanding
- Section 6.29.11.14 F(1)a – 6th grade Inquiry section on identifying primary and secondary sources. This is becoming an essential skill with the Internet making so much information, filtered information, and disinformation available.
- Section 6.29.11.14 F(2)b – 6th grade Inquiry section on distinguishing fact, opinion, and reasoned judgment. As with the previously highlighted section, this is also an essential skill with the Internet and other media having such a large quantity of opinion and other non-factual information mixed in with factual reporting without clear distinction.
- Section 6.29.11.14 F(3)d – 6th grade Inquiry section on analyzing diverse points of view.
 - Section 6.29.11.14 F(5)b – 6th grade Inquiry section on identity.
- Section 6.29.11.15 A(1)b – 7th grade Civics on levels of government. I especially appreciate the inclusion of the tribal governments.
- Section 6.29.11.15 A(1)c and d – 7th grade Civics on US government systems and also covering Mexican independence as a closely related topic and as an issue related to New Mexico governance.
- Section 6.29.11.15 A(2)b and c – 7th grade Civics on the Spanish, Mexican and US governance of New Mexico pre-statehood, again as closely related topics.
- Section 6.29.11.15 D – 7th grade History looks to be much more focused on New Mexico and the southwest, which is very good.
- Section 6.29.11.16 D(5) b and c – 8th grade History on slavery, the KKK and related topics. These topics are highly politicized by groups who do not understand them or do not wish them to be taught because they show their (and likely some of my) ancestors in a bad light. But these are very important topics for every American to learn about and understand. These standards must be maintained with at least the wording that is currently present, if not stronger wording that makes it clear that slavery was not some sort of a beneficial bargain for the African slaves, and that there was no reasonable justification for the actions of the white supremacists in the 1880s, 1950s and 1960s or now.

- Section 6.29.11.20 – High School New Mexico History. I am very glad to see this requirement added, and while I did not read the entire section in detail, what is there looks good. I'll admit to having no idea what is, or would have been, in section X of the Treaty of Guadalupe Hildago since it was barely covered in my U.S. History education – mostly just mentioned as the document that ended the Mexican American War, which itself wasn't much more than a footnote between the War of 1812 and the Civil War.
- Section 6.29.11.21 A(1)c – High School US History section on the impact on indigenous nations.
- Section 6.29.11.21 A(1)d – High School US History section on the "lost cause" narrative
- Section 6.29.11.21 – High School US History. In general I would like to see something to encourage at least 15th through mid-19th century US history be taught with at least acknowledgment of what else was going on in areas that would eventually become parts of the United States.

It is somewhat easy for students to get focused on the events happening on the eastern seaboard in the 17th and 18th century and not correlate these to the events that they may also have learned about that were going on in the areas that later became New Mexico, Texas, California, Alaska, or Hawaii at the same time. In many cases due to the nature of travel and communication in those eras, these events may not have always impacted each other. But I believe it is still important for a solid understanding of history to at least be exposed to the idea that they were happening around the same time.

Thank You

Ron Oakes

514 Black Bear Loop NE

Albuquerque, NM 87122

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[EXTERNAL] Social Studies changes in public schools

Carol Markham <cmarkm9@gmail.com>

Thu 11/11/2021 10:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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All parents (grandparents, neighborhood parent-teacher groups) must always be considered before the "state" makes changes. Much time to allow for these changes must be made, rather than trying to "slip" these changes in without much thought and input. Stop and think and discuss first. If too many people want to speak, then schedule more meetings. Lots of feedback means many people need to be heard.

Respectfully,
Carol Markham

[EXTERNAL] Public Comment on NM PED Social Studies Draft Standards (11/11/21)

Rev. Roger Scott Powers <pastor.standrewabq@aol.com>

Thu 11/11/2021 11:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (146 KB)

Public Comment on NM PED SS Stds -- Roger Powers.docx;

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PUBLIC COMMENT ON NM PED SOCIAL STUDIES DRAFT STANDARDS (11/11/21)

I have read the entire draft of the New Mexico Social Studies Standards, and I am very impressed. What an enormous undertaking to establish grade-appropriate K-12 performance indicators for 26 anchor standards weaving together the six strands of civics and government; economics; geography; history (N.M., U.S., and World); ethnic, cultural and identity studies; and inquiry! The drafting team clearly put great thought and care into them, and I want to express my appreciation for their excellent work. I fully support the adoption of these standards by the NM PED.

I was pulled into the draft right from the beginning when I read the definition from the National Council for Social Studies: “Social studies is the integrated study of the social sciences and humanities to promote civic competence. . . . The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Given the growing threats to democracy in the United States, social studies as defined above is needed in our schools now more than ever. I appreciate the way the new standards promote the development of students’ critical thinking skills and encourage their active civic participation. I agree with the statement in the introduction that “a rigorous social studies education is necessary to prepare students for success in the 21st century and is critical for the health of our democracy.”

The Social Studies Standards also acknowledge that we are a diverse country (racially, ethnically, and culturally). Rather than gloss over our differences, the standards see our differences as a learning opportunity. They seek to empower students to develop pride in their own identity, history, and culture, while at the same time learning to value and respect the identity, history, and culture of others different from themselves. Given the deep divisions in our country, building bridges of understanding across the lines that divide us is critically important if we are to keep the United States united.

The standards also seek to teach history from multiple points of view, incorporating Anglo, Indigenous, Hispano/Latino, African American, and other cultural perspectives. This multifaceted approach to teaching history should give students a fuller, more accurate picture of events of the past, which is important in equipping students to understand and face the challenges of today and tomorrow.

To be sure, the standards are ambitious. If social studies teachers across our state are able to implement them, New Mexico students will benefit greatly. I believe the content would be of benefit to adults across our state as well. Assuming the standards are adopted, perhaps the curriculum that is developed could include prompts to encourage parental involvement. And if the curriculum could be posted online, it would then be available to New Mexicans of all ages.

Rev. Roger Scott Powers, Pastor
St. Andrew Presbyterian Church
Albuquerque, NM

Rev. Roger Scott Powers, Pastor
St. Andrew Presbyterian Church
5301 Ponderosa Avenue NE
Albuquerque, NM 87110
505-881-9626 (church office)

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Rev. Roger Scott Powers, Pastor
St. Andrew Presbyterian Church
Albuquerque, NM

[EXTERNAL] Public Remarks Social Studies Standards

Camellia Termini <ctermini87@gmail.com>

Thu 11/11/2021 11:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon everyone,

My name is Camellia Termini & I am a visual artist and art educator, currently teaching middle school in Belen. I am very much in support of adopting the new Social Studies standards. While my own K-12 public education experience took place in Maryland where I grew up, my family roots are in New Mexico. From an early age, my mother ingrained in both my sister, who went on to earn her PhD from UNM, and my brother, who received his Masters in Physical Education from UNM, the importance of understanding and reflecting upon the complex history of our people in the United States, and how New Mexico came to be.

Growing up in Maryland, and the history of our state regarding enslaved people and Maryland's role in the the Civil War at the Mason Dixon line provided me a different perspective of America's history starting in the 4th grade. We were fortunate to be within close proximity to such historical sites such as Fort McHenry, Mount Vernon, and Gettysburg. In the 4th grade, we learned about Maryland History, which included a close look at the lives of Africans who were taken from their homeland and enslaved for generations to build our Nation. I remember visiting Mount Vernon on a field trip, and we viewed the "slave quarters", which were simply presented as nothing. In 7th grade, our class visited the Blacks in Wax Museum in Baltimore. The image of my Black classmates hysterically crying from the reality of what was presented to us remains etched into my mind. As with our visit to the National Holocaust Museum, in which I remember lighting a candle with my friends after we viewed the room full of a mountain shoes from Jews who were murdered by Nazis. At 12 years old, we were old enough to handle this.

When I studied to be an art teacher, our professor, Dr. Joan M. Gaither communicated how each child should be able to identify with an artist in your classroom, nearly every lesson. We are developing young minds of the future, who are conflicted with what they see in the media, silenced by assimilation, oppressed by states like Texas who choose to shield their population from reality. The Confederacy lost, it's over, and the symbolism of the South has now been reappropriated to represent that of hate and white supremacy. We cannot ignore the history, and the magnitude of generational trauma that Black, Indigenous, Latinx People across the land that Spanish Conquistadors first invaded, which have led us to our divided community today. And no, the removal of statues does not erase anyone's history.

We must prepare our youth for success in the future. And with that comes acknowledging the truth of where they are from, and how we got here. Black, Indigenous, Latinx children are born old enough to recognize their own heritage & ethnicity. Why don't people want children to see where we are from & how we got here? You can't hide sugarcoat the truth forever.

Thank you,

Camellia Termini, visual artist & middle school art educator, Belen, New Mexico.

Visual artist, Art educator & Photographer

<https://gcc02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.camelliaetermini.net%2F&data=04%7C01%7CRule.Feedback%40state.nm.us%7C5351ff5585eb450b00cd08d9a53e0fe1%7C04aa6bf4d436426fbfa404b7a70e60ff%7C0%7C0%7C637722508239672857%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=30f7YekVVhkssQ6cQ5JmA9AAX7Ca1d4QTCvPH7IGbj8%3D&reserved=0>

Sent from my eyePh0ne

[EXTERNAL] Comments on 6.29.11 NMAC, Social Studies

Stephen Theiss <stth4817@gmail.com>

Thu 11/11/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I ask that the current social studies curriculum not be replaced with the proposed curriculum. The proposed curriculum contains extremely vague language that does not adequately detail exactly what will be taught to our children. It also contains subjective material that serves no practical purpose in providing our children with the basic knowledge they need to become productive members of society. Finally, the proposed curriculum also appears to target conservative political views in such a way that is inappropriate for the classroom and could be easily seen as political propaganda.

Here are three examples of program standards that need more clarification as to what will be taught:

- Describe their family history, culture, and past to current contributions of people in their main identity groups.
- Communicate a positive view of themselves and identify some of their group identities.
- Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.

What is meant by the students' main identity groups? Will my child be expected to stand up and state their race, sexual orientation, gender identity, etc.? The first two examples are for students in elementary school. How is an elementary aged child going to know what their 'main identity groups' are? Is the teacher going to provide them a list or tell them? Not to mention, it is completely inappropriate to have children become hyper focused on their race or sexual orientation when they are of elementary school age.

The proposed curriculum contains too many standards that serve no practical purpose in the lives of our children. My child does not need to be taught how to "express a positive view of themselves without being mean or making other people feel bad". It is not the primary job of a social studies curriculum to teach children morals. Morals are instilled in children by their parents. There is practical knowledge in learning how the government works, the history of the country, world history, and economic principles. This knowledge can be applied to students' lives for years to come. Being able to "demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures" does not provide any sort of practical, real-world purpose. Many of the program standards contain platitudes that are subjective in nature and will depend greatly on the world-view/opinion of the teacher. These will provide inconsistent lessons and can easily merge into teachers forcing their opinions on students rather than teaching widely accepted, factual social studies topics.

It is appropriate for me to tell you where I sit before I tell you where I stand. I am a registered republican. The section of U.S History entitled "Rise of Conservatism, 1968-2008" (page 110, Theme 14) is greatly concerning to me. Why is there no theme that examines the rise of neo-progressivism? What exactly are the "short- and long-term social and political impacts of conservatism in the United States on diverse groups of people"? I do not trust every teacher to be disciplined enough to keep their own political views out of this discussion. The republican party has been in existence since the

1800s, it was a prominent party in the early part of the 1900s, why is it important to only examine conservatism after 1968? This theme and all of its performance standards are completely subjective and highly debated topics that I do not trust all teachers to present fairly. It could very easily evolve into anti-conservative propaganda that is inappropriate for the classroom. I am all for having controversial issues discussed and debated in school, but this curriculum provides no insight as to how these topics are to be handled. In fact, some of them insinuate that only one side of the argument will be promoted.

Here are some examples of performance standards that, as they are worded now, lead me to believe that they are going to be taught with a heavy bias on one side of the argument:

- Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans.
- Critique inequalities that exist in economic systems
- Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.
- Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future

The first standard insinuates that the ideals and principles in the Constitution and Bill of Rights affected diverse groups differently than everyone else. This is simply not true. The ideals and principles were obviously not applied equally amongst all racial groups. That is true. However, the ideals and principles themselves were not what impacted diverse groups, it was how they were applied. For the second standard, why are students asked to critique economic inequalities rather than examine them? You may think that this is splitting hairs, but it is the difference in teaching students how to think for themselves rather than telling them what to think. The standard starts from the viewpoint that economic inequalities are inherently bad rather than allowing students to study them and come to that conclusion themselves. As for the third standard, it also starts from the viewpoint that assimilating to a culture is a bad thing. That is some people's opinion, not a widely accepted fact. I would never move to France and expect for the entire country to adapt to me. If I don't learn French, I would find it extremely difficult to succeed there and it does not mean that I lose the ability to speak English. This standard is ridiculous and should be removed. Finally, the last standard assumes that the history of guns in America is the sole reason that there is gun violence. This is also highly debatable and absolutely has no historical standing that makes it undoubtedly true.

The proposed social studies curriculum is a step in the wrong direction for the education of New Mexico children. If put in place, parents should have full access to students' classrooms so that they can see exactly how these vague performance standards are taught. The material is highly subjective and appears to only support one side of many hotly debated topics in society today. Many of the standards look to be designed to teach children what to think instead of how to think. Teachers should be providing students with practical knowledge that can be applied to real-world situations. They should not be required to focus a significant amount of time on platitudes that provide the students with no useful knowledge.

--

Stephen Theiss
303-881-3980
stth4817@gmail.com

[EXTERNAL] moving forward on social studies standards

Richard Wood <rlwood@unm.edu>

Thu 11/11/2021 11:10 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED and Legislators:

I write in strong support of the new draft standards for social studies curriculum in public schools in New Mexico:

https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf

As a professor of sociology at the University of New Mexico, I have reviewed the proposed standards. Overall, I find them to be carefully crafted, appropriately pitched at different age levels, and well-oriented toward student learning as citizens in our diverse democracy. They ask students from *all* communities to understand contributions from their own and other communities to the complex development of society in New Mexico, the United States, and globally. They do so in ways that encourage complex thinking, not the kind of simplistic ideologization that the critics of ‘critical race theory’ portray (and themselves engage in!). Especially good is the focus on ‘inquiry’ in place of memorization; this encourages student engagement in complexity that undercuts narrowly racialized thinking.

I know critical race theory, both use and criticize different elements of it in my own research work. These standards are not ‘imposing CRT’ but rather reflect careful thinking about race, ethnicity, religion, culture, etc. in America. Let’s not allow curricular decisions to be polluted by polarizing and politicizing them in the service of narrow partisan politics. If anything here is to be changed, PED might shift some of the (to my eye) at least marginal over-emphasis on “identity” (see p. 16, 21, 26, 120, 122) and instead: a) preserve some good focus there on building positive identities in all communities; and b) better emphasize shared, cross-identity projects in favor of truly multi-racial democracy in our children’s time. That’s where we are headed, and these standards will help us get there.

Sincerely,

Richard L. Wood

Professor of Sociology

Former Senior Vice Provost and Interim Provost
University of New Mexico

[EXTERNAL] Support for Proposed Social Studies Standards

Carmen Lopez <carmenschmitt97@gmail.com>

Thu 11/11/2021 11:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To: Policy Division, Public Education Department, New Mexico

Dear Dr. Steinhaus,

I am a Navajo parent of three children in New Mexico (two in elementary and one in high school) and I am writing to support the new Social Studies Standards. My twin sons were born in 2010 and are currently in the 5th grade and that the current social standards that teachers utilize today are from 2009 and do not account for current events in the last decade or reflect diverse perspectives, point of view, and stories of all New Mexico peoples is problematic. This is like using a 10 year old text book to teach social studies to children today! It is irresponsible to send high school students to college with such outdated standards from our home state.

I am an active participant in the Rio Rancho School District's Native American Parent Association and I have also followed the Martinez v. Yazzie lawsuit that calls for culturally and linguistically response teaching in our public schools.

The new social study standards will help move toward the culturally and linguistically responsive education that Public Education Department must adhere to and moreover will celebrate and more accurately represent the rich diversity (racial, ethnic, social, Tribal) of New Mexico history (past, present and future).

Lastly, in my early career in education I taught United States History and American Politics and Government to high school students. To be effective teachers requires standards to be current otherwise our teachers are forced to teach with outdated curriculum and outdated modes of instruction, they are forced to use 10 year instructional tools. It is imperative that the New Mexico social studies standards are updated to prepare our children for college, career and civic engagement.

Thank you,
Carmen Lopez

[EXTERNAL] Comments on proposed social studies standards

Elene <elenedom@aol.com>

Thu 11/11/2021 11:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for considering our comments. I am concerned to see that our email addresses are being published along with comments. In my experience with other governmental entities, this has never happened before. In our contentious time, I'm afraid this will open people to harassment and doxing. PLEASE, please remove email addresses from public view!

I especially appreciate the commenters who have taken the time to really read through the proposed standards in detail and make meaningful suggestions, as opposed to simply repeating buzzwords. There is a huge amount of material in the standards, and I'm not sure any of us have been able to fully digest them in a short time.

In fact, the standards contain so much that I almost wonder if they're more aspirational than practical. Can we really teach so much material in the time available?

My first thought on scanning over the standards was that classes based on them would be so much more interesting than the ones I took in my youth, which were largely a matter of memorizing dates, with relatively little attention paid to why an event happened or how it might be affecting us in the present. I would like to take these classes myself! The lessons I remember from elementary school social studies are the ones about how kids actually lived in different countries, stories set in real life, not dry statistics. It sounds to me like that's the kind of thing you are trying to include.

I can vaguely understand why the people who think critical race theory is a real issue might be set off by some of the language, though from reading their comments, that seems mostly to be a matter of misunderstanding. However, their charge that the standards are somehow racist is way off base at best. And their references to Marxism show clearly that Americans need to learn history more thoroughly.

It seems to me that the standards aim to help kids better understand themselves and others, and to have context about their place in the world and how they relate to other people in our state and country. Taught effectively, I expect they would result in New Mexicans being kinder and more empathetic toward each other.

Some have said "just teach the facts," and I can certainly agree with that, but the raw facts do show that different groups of people have had very different experiences throughout our history, with some having a much harder time than others. That's simply reality, and there's no reason to pretend otherwise. It is not "revisionist" to tell what really happened. What is really "revisionist" is to perpetuate soothing myths like the story kids are usually told about Thanksgiving. We can get beyond such fairytales and get grounded in reality, so that we can move into the future together as a state.

Truth might be challenging, but it is necessary.

Sincerely,

Elene Gusch
Albuquerque

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[EXTERNAL] proposed social studies standards

Elaine Best <elainebest@gmail.com>

Thu 11/11/2021 11:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am very impressed with the proposed social studies standards. I support the standards wholeheartedly. I wish I had been taught that when I was in school.

We are a diverse society and it is important to recognize and celebrate that fact. It is also important to understand our history, both the aspects we can be proud of and past actions that were negative. We must understand the past so we do not repeat our mistakes.

Thank you,

Elaine Best

106B County Rd 84D

Santa Fe, NM 87506

[EXTERNAL] CRT is just wrong!

CONCERNED CITIZEN - FORTRESS <wildweststargazer@protonmail.com>

Thu 11/11/2021 11:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a parent who attended Del Norte Elementary, Berrendo Middle School, Graduated from Goddard and Attended NM Tech - I am a Lifelong NM'er with deep roots in NM and plan to never leave NM, as it is my home.

CRT and the new "social studies" crriculum being proposed is wrong wrong wrong!

Everything that MLG and politicians have done in past 20 months has ONLY made quality of education WORSE.

NM is last in EVERYTHING and our kids are suffering due to foolish choices by MLG/ Santa Fe (a former PED Director who did not even live in NM??)

Schools are NOT there to legislate or to indoctrinate - they are there to EDUCATE

Leave OUR KIDS ALONE!

J Gomez
2514 N grand
Roswell, NM 88201

[EXTERNAL] My response to the proposed Social Studies Curriculum - let's do this!

Pam Rogers <rogerspamelaa@gmail.com>

Thu 11/11/2021 11:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (14 KB)

Letter NMDoE.docx;

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**Pamela Rogers, MA, LPCC
Santa Fe Sage Counseling Center
1223 S. St. Francis Drive, Ste E
Santa Fe, NM 87505
505 660 0443**

11/9/21

John Sena, Policy Division,
New Mexico Public Education Department,
300 Don Gaspar Avenue, Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

I want to thank you for the opportunity to respond to the excellent Social Studies Curriculum upgrade that you all have been working so diligently on for quite some time. I have been very impressed by the curriculum and the possibility for building empathy and understanding in our communities and across the state. I am also a trauma therapist and I know people are currently very stressed out, all over the country, not just our state, for a variety of reasons. For some people, propaganda and conspiracy theories are a way of feeling more in control of an uncontrollable situation, such as a pandemic, and subsequent economic and social challenges. I believe that the backlash that you seem to be experiencing, over much needed and long overdue changes to our school curriculum, can be attributed to that, amplified by partisan politics.

The curriculum invites awareness of cultural differences and encourages children to put themselves in each other's shoes. It's not about shaming and blaming. It's the opposite of that. No one should be afraid of it. As a white mom of two grown Latino sons, who have Pueblo heritage as well, and with two beautiful Latina grandchildren, I appreciate the curriculum immensely. This is us stepping into the 21st century. It must be done. Please do not succumb to bad faith partisan fear mongering. Let's support all our New Mexican children in growing together and healing old wounds. Carry on, good and faithful servants of New Mexico.

Sincerely,

Pamela Rogers, MA, LPCC
159 Calle Ojo Feliz, Unit H
Santa Fe, NM 87505

[EXTERNAL] CRT

sue ingles <inglessue@yahoo.com>

Thu 11/11/2021 11:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

CRT is being practiced in our schools, even if not labeled as such. It is divisive, racist and promotes racism and hate! IT DOES NOT BELONG IN OUR SCHOOLS!

Sue Ingles

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Social Studies in public schools

Bob Dunn <bob@robertdunnrealestate.com>

Thu 11/11/2021 11:46 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I applaud and strongly support the proposed changes to the Social Studies curriculum for the New Mexico public schools.

I have lived in NM for over forty years.

Bob Dunn, Santa Fe

For

Bob Dunn

Sent from my iPhone

[EXTERNAL] comments on proposed social studies curriculum standards

jerry ortiz y pino <jortizyp@msn.com>

Thu 11/11/2021 11:48 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I want to go on record as congratulating the volunteers who did such an amazing job of putting these proposed standards together. I also want to vigorously disagree with those who are asserting that these standards are some sort of Trojan Horse for inserting propaganda into our classrooms. That is patently untrue. Instead, the standards are clearly focused on helping young people learn what I believe to be the most important thing they will need as adult members of a Democracy: critical thinking.

I don't believe they are aimed at teaching students *what* to think but rather *how* to think; how to assess, analyze and evaluate social and historical information. That is precisely what our society is desperately in need of and what these standards are geared toward. We won't produce involved, caring and determined citizens by feeding them mush, watered-down, sanitized, feel-good, made-up stories of how wonderful every single action in American History or contemporary society is or has been.

Slavery and its legacy; colonialism and its consequences; economic injustice and its victims; sexism, homophobia, ageism--all are truthful parts of our history and need to be presented honestly to students so they will be able to make the type of judgements we will require of them: in the polling booths, around their kitchen tables and in the social interactions they engage in. We can't have clear-eyed decisions made if we have to view everything through rose-colored prisms.

Teaching what happened in the past honestly is not going to automatically produce predictable opinions, values, judgements in our citizenry. There is still plenty of room for divergence, for differing conclusions to be reached and for a variety of actions that we might take now. And that diversity is totally desirable. Civic discourse among differing opinions is what has always produced the best outcomes in a free society. But that discourse; those disagreements, need to be based on honesty and truth, on a genuinely fair presentation of events, historic and current.

Social studies should avoid dealing in myths. This country has done amazing things and continues to be an inspiration for the oppressed of the world. But it has not been blameless in the past and not every decision made in the present is beyond reproach. Our state's students need to learn how to discern when our practice and our policy have diverted from our founding principles--and how to prod us back into alignment with those principles.

Submitted by State Senator Jerry Ortiz y Pino, 400 12th st. NW, Albuquerque, NM 87102

[EXTERNAL] Social studies standards

Ana Rivera <analucia123@hotmail.com>

Thu 11/11/2021 11:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

I am in support of the new Social Studies standards for the state of New Mexico! I am proud that this is being brought to the table and I am proud that our students will be better prepared for their future!

Thank you,

Ana Rivera

Public school teacher abs parent

[EXTERNAL] Proposed social studies program

Mel <mel.eva.grover@gmail.com>

Thu 11/11/2021 11:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hi,

I am concerned about the proposed 4th grade social studies curriculum. Since the focus is entirely on New Mexico and not the broader country and/or the world, I don't think our children will receive the kind of education that will serve them well in an increasingly globalized world. It would be so much better if New Mexico were only part of the year, not the whole year. I don't want my daughter growing up thinking only in the confines of New Mexico.

Sincerely,

Mel Grover, CRNA

[EXTERNAL] Social Studies "Standards"

Shilo Pennington <notarygirl505@gmail.com>

Thu 11/11/2021 12:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am vehemently opposed to NMPED and schools teaching anything in regards to your new proposed changes.

It is not the responsibility of the government (including PED) to indoctrinate students, bring politics into the classroom or teaching critical race theory.

We are last in education, for once do the right thing & do not pass this sham in the name of history.

Shilo Pennington

[EXTERNAL] Support for updated NM social studies curriculum

Bonnie Leigh Reifsteck <bl.reifsteck@gmail.com>

Thu 11/11/2021 12:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Secretary Steinhaus and others,

I'm writing to express my full support for the updated NM social studies curriculum. There are so many updates from the past twenty years to incorporate into the curriculum, starting with recent historical events and including a more nuanced view of history. Most of us have learned to better incorporate other voices and perspectives in framing history, and I think it's important to reflect this in the curriculum. I appreciate that the updated standards encourage civic engagement, respect and value historical perspectives and well as different races, and promote critical thinking.

In response to many of the critiques of the curriculum, I feel strongly that what is unacceptable and revisionist is to continue to focus on a single narrative of history that excludes other voices and perspectives. That's not history, THAT'S propaganda. And THAT'S divisiveness.

Even if the goal were to unify differences, it's important to honor, appreciate, and reflect on those differences in order to move forward. In reviewing the standards, I feel certain that most of the critiques are not based on the actual standards themselves, but on a feeling of fear without having reviewed those standards.

Thank you,
Bonnie Leigh Reifsteck
Parent

[EXTERNAL] New social studies standards for New Mexico's K-12 students

Robert Annett <rannett@me.com>

Thu 11/11/2021 12:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Public Education Department,

I am writing in support for the new standards for social studies now under consideration by you folks at the Public Education Department.

The new social studies standards are an improvement not just in what our children are taught but in how they are taught. In particular, they add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.

As a retired UNM educator, I view these new standards as providing students with accounts of many different experiences, events, and perspectives throughout history that help them understand how various events from the past shape their current experiences.

Please do not become swayed by the dis-information campaign that is attempting to block these helpful changes to the new standards for social studies that serve our children in NM.

I am fully in support of the new standards for social studies under consideration by the PED and encourage you to approve these standards.

Kind regards

Robert Annett PhD

[EXTERNAL] Social studies.

Mary Gibson <maryyogagirl@yahoo.com>

Thu 11/11/2021 12:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Our young ones deserve the truth!

Sent from my iPhone

[EXTERNAL] Updating NM's social study curriculum

Charmaine O'Rourke <werecamo@gmail.com>

Thu 11/11/2021 12:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My husband and I live in Ruidoso, NM. We firmly believe in PED's efforts to update our social study curriculum to build bridges between groups, teach important civic values and teach students how to think, not what to think.

In solidarity,
Charmaine & Mike O'Rourke
114 Nogal Pl.
Ruidoso, NM 88345-7811
575.973.8490 Cell
werecamo@gmail.com

[EXTERNAL] Social Studies Standards

Roy McKinney <rfmck1@hotmail.com>

Thu 11/11/2021 12:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to express my approval of the new social studies standards proposed by PED. The new standard adds two new study areas - ethnic, cultural, and identity studies, and inquiry - to the four existing content areas. We are a multicultural society and do have our own identities - Hispanic, Native American, Black, White, etc., and the subject of ethnicity, cultural, and identity is certainly part of social studies. Our educational standards need to evolve and this is a step in that direction and serves to broaden the overall topic of social studies. We do not live in the 50s and 60s (although that is the timeframe I went through NM public schools) anymore and need to truly recognize our nation's history and how we got here. Our ethnic and cultural history is part of that story. This is especially true in New Mexico. After reading through many of the public comments, it was obvious that many of the naysayers to these changes are concerned with CRT (which is not part of the new standards) and all of its perceived outcomes. Overall, I do not agree with their concerns that this will divide us, indoctrinate our students, make group(s) feel bad, etc.

I view these new topics as icing on the proverbial social studies cake. They go together. Including these additional topics will be challenging for the teachers - they will need clear guidance and training from PED on how to approach them. These subjects (ethnic, cultural, and identity and inquiry) tend to be very personal as opposed to standard social studies teaching of memorizing dates and events. This will make them even more challenging to present in a manner that is understandable, informative, and positive. Subject areas that introduce ambiguity and uncertainty will distract both the teachers and students and need to be reexamined. Because these topics will come at the expense of the four existing content areas, some thought needs to be put into how best to balance the content.

Thank you,

Roy McKinney

[EXTERNAL] Comments On Social Studies Curriculum

Ryan Smith <ryanelizasmith@gmail.com>

Thu 11/11/2021 12:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

I am a parent to a ten year old who attended APS schools from kindergarten to third grade. We now homeschool, but I am still concerned greatly about the proposed curriculum updates. I have read the PDF file of the proposed updates and have found numerous components of that curriculum which disturbingly reflect Critical Race Theory (CRT). Large numbers of Americans of all political leanings oppose CRT and its divisive approach to history. Therefore this proposed curriculum needs to be significantly revised or completely abandoned.

CRT is not America's actual history. It is a worldview, unsupportable by the evidence, in which all of America's key institutions are inextricably rooted in white supremacy. It is an activist agenda demanding the destruction of those institutions, making children feel bad for their skin color, and putting them against one another in the classroom.

CRT holds that racism is embedded deeply in American life, unconsciously into white American psyches, and that it is impossible for white Americans to understand their own racism or that of the system, let alone to remove it. The only solution: tearing away the only systems that have ever provided widespread liberty and prosperity. As CRT founder Derrick Bell wrote, "The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded."

Listed below are the areas that are of concern:

1. In Ethics, Cultural and Identity Studies there is a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This is classic CRT theology. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continue focus on the differences, rather than the similarities, among various groups of people. This, too, is classic CRT as the purpose is to divide people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices", although those terms are open to many interpretations. These phrases are also classic CRT as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, a requirement that students "evaluate what an efficient, equitable, and just economic system would look like in the U.S." This is again classic CRT as it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
5. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. This is another CRT theology component in that America is automatically unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

6. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. No positives regarding gun usage by women or minority groups are put forth. 6.29.11.21(A)(1)(gg)
7. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. Another classic example of CRT as it stresses racial disparity in terms of inequality. 6.29.11.13(A)(3)(b)
8. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. How about pairing this with a discussion of Communism and the negative impact it has had in Cuba and other Latin American nations. 6.29.11.21(A)(1)(x)
9. In the 7th Grade, students must compare the patterns of exploration, destruction and occupation of the Americas by the Spaniards. 6.29.11.15(D)(3)(g)
10. Within High School U.S. History, students must explore the movement against police brutality. 6.29.11.21(A)(3)(mm)

The novelist William Faulkner wrote, “The past is never dead. It’s not even past.” It is true that any social studies curriculum will have its flaws and oversights. History and social studies are inherently controversial subjects. But, selectively “studying” our collective history and requiring it to be taught in a highly politicized and divisive way is wrong and it has no place in our public schools.

All I ask is that New Mexico’s schools do their best to objectively teach America’s real history. Slavery and conquest are certainly part of that, but so is America as a beacon of freedom for people from around the world. The flaws of our Founding Fathers are worth discussing, but so are the miracles of the Constitution, Declaration, and the eventual fulfillment of the “promissory note” for ALL Americans inherent in those documents.

Millions of people around the world have and would still like to come to America because it is a unique nation founded on the idea of liberty, not slavery as the CRT theorists would insist. New Mexico’s social studies curriculum should at least allocate as much time and study to those things that make America a beacon of hope and freedom as those warts which hold us back from building a more perfect union. Our children should never be pitted against each other and taught that each other are lesser than their classmates based on false and dangerous ideologies. The children in New Mexico deserve better.

Thank you for your time,
Ryan Smith

[EXTERNAL] Oppose Critical Race Theory in NM schools

Donna Crawford <donnalee.crawford69@gmail.com>

Thu 11/11/2021 12:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strongly oppose Critical Race Theory being taught in NM schools under the guise of "social studies changes". CRT is a Marxist program that is trying to take over schools all across America. Howie Morales, MLG, Kurt Steinhaus, and all the Dems in the NM Legislature can try to soft-pedal CRT as being "social studies changes", but it's CRT pure and simple. Apparently, the Dems in this state, did not take notice of the election results in Virginia. Parents are sick and tired of the push of socialism affecting their children.

[EXTERNAL] In FAVOR of proposed changes to history and social studies

Catherine Harris <cphunm@unm.edu>

Thu 11/11/2021 12:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED,

I am deeply in favor of the proposed curricular changes to social studies and history. I am a parent of two school age children and I am firmly in favor of them learning “major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity,” and “ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives.” New Mexico is uniquely located in the United States as the only place where indigenous peoples live on their homelands, where there is respect and knowledge of the Spanish diaspora, and where landscape itself is an economic engine within the context of social and political struggles and histories. I am so proud of the PED for seeking to create intelligent and critical debate among students who live with the legacies of conquest and colonization and who are the hope for decolonization and indigenizing the entire world. These are the histories we need to learn from and I support them being taught.

Thank you,

Catherine Page Harris

Catherine Page Harris, MLA, MFA (she/her)
Associate Prof. of Landscape Architecture
and Art & Ecology
University of New Mexico

<http://catherinepageharris.design>
505 205 5165

I live on the unceded lands of the Tewa/Tiwa people, also the traveling lands of many nations in the Rio Grande rift valley. I recognize and am grateful for the ongoing stewardship and contemporary and past contributions of indigenous people to this land and their rights to sovereignty, respect and safety here. I also wish to recognize the non-humans on this land and their rights to respect and safety.

From: Catherine Harris <cphunm@unm.edu>

Sent: Thursday, November 11, 2021 12:44 PM

To: rule.feedback@nm.state.us <rule.feedback@nm.state.us>

Subject: In FAVOR of proposed changes to history and social studies

Dear PED,

I am deeply in favor of the proposed curricular changes to social studies and history. I am a parent of two school age children and I am firmly in favor of them learning “major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity,” and “ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous,

Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives.” New Mexico is uniquely located in the United States as the only place where indigenous peoples live on their homelands, where there is respect and knowledge of the Spanish diaspora, and where landscape itself is an economic engine within the context of social and political struggles and histories. I am so proud of the PED for seeking to create intelligent and critical debate among students who live with the legacies of conquest and colonization and who are the hope for decolonization and indigenizing the entire world. These are the histories we need to learn from and I support them being taught.

Thank you,

Catherine Page Harris

Catherine Page Harris, MLA, MFA (she/her)
Associate Prof. of Landscape Architecture
and Art & Ecology
University of New Mexico

<http://catherinepageharris.design>
505 205 5165

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[EXTERNAL] Social Studies Changes to Curriculum

Linda Starr <lstarr509@gmail.com>

Thu 11/11/2021 12:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The hearing on Social Studies Changes to Curriculum is tomorrow at 1:00. I am unable to attend this Zoom meeting.

As a former Albuquerque Public School Teacher as well as having taught for a private parochial school (that must still abide by state education standards), I want to comment on Social Studies Changes to a Curriculum that was built in 2009. This was 12 years ago. It is time for drastic changes in our educational curriculum since our times have changed and social issues are part of this change.

Our social net has drastically changed in the last decade, population and demographics. Our cultures need to be widely recognized as Hispanic, LatinX, LGBTQ, Blacks and whites as a minority. These communities all over our state have not been recognized equally with justice for all. We must value all cultures and culture changes and these values need to be respected and taught to our future generations. The landscape has changed with water and soils, flora and fauna becoming endangered because of the human footprint upon the lands and waters of our state.

We should not depend on any teachings of religion except to say that we have a diverse religious community in our state. Church and state are restricted in our national and state constitution to have no place in our public schools. Religion is up to families to educate the children.

Especially also, Science curriculum needs also to be updated since our climate is changing, exploration and developments in outer space have been occurring, and new technologies are being developed every day for a sustainable and healthy environment. We want future generations to be part of the action and solutions to these scientific developments.

I hope that the board will move as well to address falling enrollment, expand apprenticeship programs and continue to improve safety for students against the spread of COVID.

Thank you.

Linda Starr, Albuquerque 50-year resident, currently for 25 years at 87108

Sent from [Mail](#) for Windows

[EXTERNAL] Public Education in New Mexico

Barbara Wisoff <barbarawisoff@gmail.com>

Thu 11/11/2021 12:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Barbara Wisoff <barbarawisoff@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the Public Education Department of NM:

I went to a mediocre public school K-12 in NJ. I was accepted to 2 Ivy League Universities and chose one of them where I received an undergraduate degree in 1979. Even mediocre public schools in NJ provided a better education than public schools in NM. I raised my 2 sons in NJ and they received outstanding public education. The other contributing factors to my success are that my parents were well educated, and that they fostered a respect for learning in our house.

I would like to add that I loved the police department in the town where I raised my sons. They were and are still well trained in de-escalating conflict and they are well trained in dealing with mental health crises. I should know, my now 35 year old son has a severe mental illness and in many towns the police know how to handle persons with mental illness and when to call a mobile psych team for help. That's because they are educated in these matters and they serve the public, and the public appreciates them for doing their jobs so well.

Here in NM like other states around the country, unfortunately, the Republican Party is determined to keep students and adults ignorant, bigoted, and oppressed via their lies, misinformation, and self serving power grabbing tactics. The GOP perpetuates the "us vs. them" mentality and appeals to individuals' worst traits. The GOP elevates the basest characteristics in people.

I have read a summary of the GOP's letter to the PED and will address their talking points now.

First of all, NM Democrats are corporate Democrats, capitalists, and not Progressive.

Historical events such as the genocide of Indigenous Peoples, lynching of African slaves, murdering of Black populations, murdering of Indigenous school children who were taken from their families and placed in boarding schools, and the domestic terrorist murders committed by white supremacist right wing persons are not biased facts. They are truths, actual events that happened, and a strong light should be

shed on them. It is wrong to pretend that we are a great nation that is very different from other countries around the world. We have committed crimes against humanity in our own country and around the world in wars.

No one is trying to replace our capitalist economic system with socialism. Since the Citizens United ruling that gave corporations the rights of individuals which added to their enormous already existing power, our economy is more so unregulated capitalism. We have socialism for corporations, not persons.

The Big Lie(s) are ruining our country. Right wing mouthpieces, lobbyists, and adherents have appealed to the worst fears and prejudices in people. It is the GOP, QAnon adherents, and white supremacists that are stoking division, hatred, and violence.

The wealth inequality and lack of equity in our country and around the globe is so great that we no longer offer substantive opportunities for the majority of poor people to better their situation.

The GOP is a destructive propaganda machine and unless NM calls them out, we have arrived at a very sad time in our history.

It is past due time to improve public education in NM.

Sincerely and hopeful for improvement,

Barbara Wisoff
922 Adams St NE
Albuquerque, NM 87110

[EXTERNAL] Public Comment in Favor of the New Standards for Social Studies

Sheri Williams <ssw@unm.edu>

Thu 11/11/2021 12:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Date: November 11, 2021

To: NM PED

Fr: Sheri Williams

Re: Public Comment in Favor of the New Standards for Social Studies

I stand in strong favor of the proposed new standards for studies in civics, economics, geography, and history. The standards include a much-needed focus on historical and present-day issues.

It is imperative that students be allowed to openly engage in examination of the issues regardless of their race, gender, nativity, or class. Ethnic, cultural, and identity studies should not be stifled in a state where more than 70 percent of our school children are kids of color.

If a bill is introduced to halt approval of the standards, it should be promptly overturned or vetoed. While some lawmakers in other states have claimed it is not 'patriotic' to talk about how events from the past shape current experiences, our state can help quell the explosive nature of the discussion by honoring the best hopes of our minority-majority state.

I am counting on the state to support the new social studies standards and increase opportunities for all students to experience academic success, well-being, and full participation in civic discourse.

Sincerely,
Sheri Williams
9419 Village Green Dr. NE, ABQ, NM

Dr. Sheri S. Williams, Associate Professor Emerita
UNM COEHS, Teacher Education, Educational Leadership, and Policy

[EXTERNAL] Proposed Social Studies Standards

Marianne Lappin <mariannelappin@gmail.com>

Thu 11/11/2021 12:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am alarmed at the negative comments I hear and read in the paper about the proposed changes. Our country has so often resisted the teaching of truths about our history. I fail to see how the teaching of facts and science is detrimental if you allow students to come to their own conclusions. In essence, that is what education is about - not memorizing and regurgitating data - but learning to constructively review material and use it going forward, "learning how to learn".

So much history has been written since previous revisions and needs to be included, "the good and the bad". Teaching students that events occurred and how they came to occur helps them to move forward. It does not "blame" specific groups of people. Let's give our students the tools and ability to critically analyze information, then subsequently the credit when they have learned to do so.

Marianne Lappin
Las Cruces

[EXTERNAL] Social studies changes

Monique Anderson <moanderson10@me.com>

Thu 11/11/2021 1:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have a 9th grader as well as a 2nd grader. I object to the social studies changes to align with critical race theory. As a Hispanic woman and mother to Native American/ Hispanic children. I don't want them to be taught that they are oppressed because of the color of their skin or their ethnic background. My self as well as my children have been awarded every opportunity to advance in this great nation. The last thing they need is the liberal agenda being pushed upon them. They are not oppressed. Teaching children especially at my sons age is extremely detrimental to his confidence as a minority. I vote against the social studies changes.

Sent from my iPhone

[EXTERNAL] OPPOSITION TONM PUBLIC ED DEPT 6.29.11 NMAC

Barbara Langley <baja@tularosa.net>

Thu 11/11/2021 1:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Parents, Caretakers and Concerned New Mexicans,

This message is to STRONGLY OPPOSE State of NM proposed new material that includes divisive ethnic and identity topics, which if adopted, will be taught to our children, the NM Public Education Department's (PED) proposed K-12 Social Studies standards (6.29.11 NMAC), for the next 10 years. It is not the right of the government nor of Michelle Lujan Grisham and/or any legislators or other elected officials to make the decision to fill our children's minds with lies and untruths, unethical immoral values that will destroy the lives of families and individuals. My taxes along with all other citizens of this state pay taxes to fund our children's education and we have every right to oppose this horrific wrong motive to change the truths and the education taught to our children. YOU have no authority over our children to demand the education system teach such sinful, immoral and destructive lies as is being proposed. We will fight for our children.

Barbara Langley

High Rolls, NM 88325

[EXTERNAL] New NM Social Studies Standards

Elmer Jackson <fudd123elm@gmail.com>

Thu 11/11/2021 1:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I support the proposed social studies standards. I'm disturbed by their being mischaracterized as "critical race theory". Asking students to learn about people who are different from them is not "theory" but the practice of learning about ourselves and others. We are all "others" to someone. Culture, skin color or faith practices are not our only differences, but the ability to observe and appreciate those differences enhances our ability to respond to others in our own culture who are differently abled, have different personalities or different values. The new standards will help children to be prepared to for a changing world. They do not make our children wrong for how and where they were raised. They might make them more grateful for their advantages but also notice the advantages gained by other perspectives and experiences. And, as a white male Christian, I believe I must practice being open to ALL "others".

[EXTERNAL] Social studies standards

Alex Cook <acook1099@yahoo.com>

Thu 11/11/2021 1:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I disagree with the proposed changes in the strongest sense and that they should not be implemented.

Respectfully,
Alex Valenti

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Redeveloped Social Studies Curriculum

New Mexico Kids! <n.plevin@comcast.net>

Thu 11/11/2021 1:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I fully support the NMPED's proposal to include in Social Studies "major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity," and to ensure "divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories." It's hard to imagine how this could even be a debate. Of course, we need to include everyone's stories in our history.

Thank you,

Nancy Plevin

Publisher, New Mexico Kids!

Phone: 505-797-2708

Website: <http://www.newmexico-kids.com/>

Facebook: <https://www.facebook.com/NewMexicoKidsMagazine/>

Instagram: <https://www.instagram.com/newmexicokids/?hl=en>

[EXTERNAL] Critical Race Theory!

D.S <dragonflie63@yahoo.com>

Thu 11/11/2021 1:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attn:

To whom this may concern!

This evil, vile, racist disgusting garbage has no place in any school within our state! Much less our country! Keep this garbage in thee oppressive countries like the Middle East for example or Communist countries like China, NKorea, Venezuela, Cuba and Spain! How dare what the Democrats are doing to our country! I'm a registered Democrat! I'm changing party to Independent! My God! You filthy scum bags are destroying our state our country!

Sincerely
Donna Duckett-Stirling

[Sent from Yahoo Mail for iPhone](#)

[EXTERNAL] social studies curriculum

Monica Burton <burtonx6@gmail.com>

Thu 11/11/2021 1:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

The public school system has one job, teach the FACTS to our children. It's quite simple. I have no interest in my children being taught, as if it is fact, a THEORY! That is someone's idea of the role that race has played in their own life. It pertains to that one person and cannot be applied to the entire population as fact. We each have our own set of life circumstances completely independent of one another. One "theory" can NOT be used and applied to everyone. THEORY-type classes should be left to college courses. Your job is to teach foundational subjects, not theories. Make no mistake, this will further alienate parents who want a traditional education for their children. As a school board member myself, I see that the "cream of the crop", those parents who CAN give their children the best education, are leaving the public school system in exchange for homeschool or other non-traditional forms of education. This is a time when we have more options than before. People have the resources to go elsewhere if they feel the local school falls short. Please be aware, wake up to this fact or your public education system will consist only of those who lack the resources to do better for themselves, this includes teachers. It leaves schools with a one-sided group of students (and teachers) instead of a crosscut of society. The "haves" vs. the "have-nots". These are unprecedented times, not like one generation ago when families had no choice but the local school. I ask that you strengthen our schools and make them appealing to ALL citizens. I am a hispanic woman who has known all my life that I will get back what I put into something. In other words, hard work pays off! Simple. I have NEVER used my skin color as a crutch. I can't change my race so if it is used as a crutch I will fail. I AM the solution and have EVERYTHING to do with my own success. If I was told I am a victim because of my skin color I would remove myself from the equation of success. Wrong wrong wrong. That is not what I want my children and grandchildren to be taught, that they're at a disadvantage as soon as they're born because they're hispanic. That's a lie. Please do not perpetuate this THEORY to the children of New Mexico.

Monica Serrano-Burton

[EXTERNAL] Social Studies Teacher says "NO!" to new standards

Arleen Standiford <arleen.standiford@gmail.com>

Thu 11/11/2021 2:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a middle school social studies teacher in Carlsbad, NM. The proposed standards do not reflect our traditional American heritage and have a hidden progressive agenda. I am a conservative American and strongly object to standards that do not reflect the values that many Americans still hold dear.

The revision should be tabled. We don't need this kind of contention right now in our state. We have bigger issues to deal with. Our current standards work just fine for now. This is not an emergency. We can work on revising standards at a later time where we have more agreement and more participation state-wide instead of just from a small group of progressives. To me, it looks very much like a desperate attempt at leftist political extremism and then to have the audacity to ask us teach it to our children?

Please reconsider,

Sincerely,

--

Arleen Standiford
305 West Riverside Drive
Carlsbad, NM 88220

Cell: (575) 725-6155

E-mail: arleen.standiford@gmail.com

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[EXTERNAL] Social Studies Standards Resolution

Gowan Hays <ghays@doraschools.com>

Thu 11/11/2021 2:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (577 KB)

Dora Consolidated _20211111_145118.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see attached.

Thank you,

Gowan Hays
Financial Manager
Dora Consolidated Schools

Superintendent

Brandon Hays

Principal

Steve Myatt

Financial Manager

Gowan Hays



Board of Education

Jana Roberts, President

Patrick Kircher, Vice-President

Brandon Dewbre, Secretary

Ty Tipton, Member

Kerry Osburn, Member

RESOLUTION

Board of Education, Dora Consolidated Schools

No. 2021/22-04: Request for PED to extend the review and comment period for the adoption of the new Social Studies Standards to July 1, 2022

WHEREAS, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

WHEREAS, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

WHEREAS, social studies and the standards of social studies that are to be taught to the students of New Mexico is of critical importance;

WHEREAS, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

WHEREAS, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

WHEREAS, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

WHEREAS, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

WHEREAS, school districts in New Mexico are continuing to address numerous Covid 19 issues;

WHEREAS, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;



WHEREAS, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

WHEREAS, the Dora Consolidated Schools Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

NOW, THEREFORE, BE IT RESOLVED that the Dora Consolidated Schools Board of Education hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

ADOPTED by the Board of Education of the Dora Consolidated Schools, Roosevelt County, New Mexico, at the public board meeting thereof, held this 11th day of October, 2021.

ATTEST: Board of Education:



Jana Roberts, President



Patrick Kircher, Vice-President



Brandon Dewbre, Secretary



Ty Tipton, Member



Kerry Osburn, Member

[EXTERNAL] 6.29.11 NMAC

chandler huston <chandlerhstn@gmail.com>

Thu 11/11/2021 2:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED,

I appeal to you to not implement the new social studies requirements. It is an open window for schools to take critical race theory to the farthest length. The very definition of theory is an idea not a fact. Our country is tearing itself apart based on theory of national police brutality, racism and socialism over capitalism. We need to give our children common goals that bring them together and not divide them.

My grade schoolers come home and talk about their fellow students by name not by race. We live in a state made up primarily of minorities and my kids don't see color. Nor do I hear stories of other kids experiencing racial profiling. This is what we need to keep in place. It should not matter your race or what your parents do for a living that define you by either making you feel less adequate or entitled but the content of your character. Please keep the focus of our education on the common purpose of individuals character and who they will become versus our countries past mistakes. However I do strongly believe we need to learn from our history so we don't repeat our mistakes but our history is not all bad. Did we not just have an African American President? Who i feel would strongly disagree that he was elected strictly as a toke African American but because of his character and what his goals were. George Washington Carver was another historic African American who is in our history books not because of his race but because of his inventions. If we keep focus on race without a common cause such as making America great we loose ground not gain ground.

Soldiers and first responders go into life threatening situations side by side with persons of different race and religion without thinking twice. This is because they have a common goal that has nothing to do with those things. Precise give our kids the common goal of patriotism to make America even better and stronger.

Sincerely,

Chandler and Becca Huston

[EXTERNAL] Critical Race Theory

Pat Arrington (Commercial Enterprises) <pat@commercial-enterprises.com>

Thu 11/11/2021 2:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Paul Valdez <paul@commercial-enterprises.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Interested Parties: I VOTE NO !!

I am against CRT being taught in our public schools, I pay the bills for the school system, I should have a say as what should be taught.

This process is following exactly the Kindergarten in China.

I spent time in China 1975 – this process was institutional requirements to start their disrespect of their parents. The parents are the “government” very young children know. The parents are their trainers about the state of “life”-the Chinese government started their programming of the minds at this age. The young children are taught their parents are the cause of all the problems in the country.

Parents if they have more than one child, would be removed from their job, moved with their children to the farms. The children would not receive schooling, to punish them and the parents from not following the “one child law.

The Teachers Union leadership in USA is requiring this process to be taught to young children, whose mind is open to new doctrine. Teaching that their parents are responsible for all the problems in our society. The sooner the children can understand their parents are “wrong”, the better it is for the Teacher Union leadership. Future voters (you have trained) will go along with any thing that is suggested should be implemented. Wages for teachers and other progressive programs will get a pass vote.

Patrick Arrington
4604 Norma NE
Albuquerque, New Mexico -87109

[EXTERNAL] Policy Division, PED Rule changes

C Huston <abbasgirl55@yahoo.com>

Thu 11/11/2021 2:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Members of the Public Education Department,

We are writing in regards to the proposed changes to NM State Standards for Social Studies in the public schools. We are not in favor of the proposed changes because the focus is primarily on one's ethnicity. The most important aspect of a person is not their ethnicity but character. Students can learn about the good & bad events in our state and country without focusing only on the effects on indigenous people groups and the African-American. How New Mexicans and all Americans need to be part of the conversation. Every American has value and worth. Each has much to contribute from their unique abilities and experiences.

I was raised in Santa Fe where three cultures exist. It was a wonderfully rich upbringing being exposed to different cultures. Yet, from the school bus, to school, to our community I wasn't focused on race. I saw individuals. In school learning both NM & US history was fascinating to me and I was aware of good decisions and wrong decisions made within each government and society. Yet I continue to be a staunch lover of NM and our country. My husband grew up in New York City in the projects. He played basketball with whoever was available to play with. Race wasn't a criteria. He learned about events in history but was not soured on our country or the state of New York.

We as Americans are a strong nation when we honor and respect everyone, not because of their race but because of the fact that we are all Americans. Nationalism isn't a bad thing. We need a united United States but this curriculum does not aid in this need. For example, if students discuss police brutality will it be evenly handled with the facts that show how most police officers seek to serve and protect? Once again we are back to character. Character determines a person, not their race.

Please decline to pass these changes.

Respectfully submitted,
Vincent & Cheryl Bonino
P O Box 99
Edgewood, NM 87015

[EXTERNAL] Social Studies Curriculum

Sandra Borges <sborges1982@gmail.com>

Thu 11/11/2021 2:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (14 KB)

2021 Social Studies Standards Comments.docx;

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Please see attached.

Thank you,

Sandra Tapia -Borges

November 8, 2021

NMPED,

I am writing to provide my commentary on the Re-Development of the Social Studies Standards. However, I do believe there needs to be a fair evaluation of the current standards, but it doesn't seem like it is very fair. It seems very one-sided, politically. Reading through the proposed standards, there is evidence of a singular political stance. We need ideas that unite our diverse and culturally rich state does not divide us.

In these proposed standards, the goals of our country, Life, Liberty, and the Pursuit of Happiness are not clearly stated.

As a first-generation, Hispanic woman, I am appalled at some of the teachings that are proposed in the new Social Studies Standards. The United States of America has allowed my family to pursue the American Dream. My parents are successful business owners in this country and are proud of what they have accomplished. To suggest that the United States of America is inequitable and unjust is terrible, my family certainly does not believe so.

In 9-12 US.56 Evaluate what an efficient, equitable, and just economic system WOULD look like in the United States.....

WOULD look like? Our economic system has been efficient, equitable, and just for those that have worked hard and strive for a better life.

To suggest that the United States of America is inequitable and unjust is terrible. Groups and group identities are mentioned several times and quite frankly, I am offended. I do not want to be put in a group; I want to be labeled as an American. My parents worked hard to become Americans.

I refuse to be segregated or have a victim mentality. I refuse to have my child taught that she is a victim or is part of a group that is oppressed. I am of Mexican descent, and my husband is of Portuguese descent, and we are proud of our heritage, but we are very proud and so thankful this country allowed our families to succeed. We are not oppressed.

As I went through school, we learned about the history of the United States and sure, some of it is not good, but it's the truth and we have learned so much and have come a long way. I have friends of all races and colors, and we judge people based on their character, not the color of their skin. I hate that the world we live in today is working hard at making my friends of Anglo descent feel guilty for being Anglo.

I currently have a Kindergarten student, and as I read these proposed standards for this grade, I worry.

K.22 Communicate a positive view of themselves and identify some of their group identities.

I want to encourage my child to see how we are all equal and not segregated by group identities. As a parent, I have worked hard to teach my children respect and to be proud to be an American – because that is what we all are – American.

[EXTERNAL] Proposed new social studies standards

james martin <jmartinnm@gmail.com>

Thu 11/11/2021 2:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (19 KB)

social studies standards--comment letter.docx;

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To: New Mexico Public Education Department, ATTN, John Sena,

Attached are my comments on the proposed repeal and replacement of **6.29.11 NMAC, Social Studies.**

Thank you for your time and consideration.

James Martin
Santa Fe, NM

November 11, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

This letter comprises my formal comments on the proposed repeal and replacement of **6.29.11 NMAC, Social Studies**. I strongly support the proposed new social studies standards. The scope and depth of the work of the committee that drafted them is deeply impressive and demonstrates by itself what a good education can mean. The PED is to be commended for undertaking the project that resulted in these revisions.

My two daughters, now adults with advanced degrees, are alumnae of the Santa Fe public schools, K-12. Being one who has also navigated public schools, I believe generally, as they do, that public schools in the U.S. are among our most remarkable institutions, and are crucial in preparing the great majority of us for participation as citizens in a democracy. As James Madison observed, “Learned Institutions ought to be favorite objects with every free people. They throw that light over the public mind which is the best security against crafty & dangerous encroachments on the public liberty.” That applies to all levels of public education. Equipping public school graduates to be critical thinkers by exposing them to a broad array of subjects and ideas ranging across science, mathematics, vocational training, language, civics and history, should give them at least the beginning of a foundation for the increasingly complex challenges of adulthood.

I start by addressing what is not included within these proposed standards. Some commentators have raised the specter of critical race theory. None of them seem to know what it is, much less try to define it. Nor do any identify where it is supposedly lurking in the proposed standards. Instead, it is being put forward and pummeled as a classic straw man. As far as I am aware, critical race theory, whatever it may be, has never been taught in New Mexico’s K-12 public schools. The proposed social studies standards would not change that. The concerns about critical race theory appear in actuality to be directed toward the teaching of topics such as the individual and national experience of slavery and its enduring aftermath, the oppression of indigenous peoples, and other discomfiting blots on our nation’s history. Their real quarrel, in other words, is with American history itself, not the teaching of it.

There is a lot that is admirable in these proposed standards. Let me emphasize two that I think are particularly significant.

- The re-introduction of “civics” as a cornerstone for responsible citizenship is a valuable response to these times of political misinformation and division. It is reassuring to see both the term and the concept in use again.

- The careful introduction of economic concepts in an age appropriate sequence will provide an intellectual foundation for children to understand economic motives and how policy acts to increase or decrease inequality.

I have a few suggestions I hope will prove helpful.

- I join Think New Mexico in recommending the teaching of personal financial literacy. As they point out, “New Mexico is one of only five states that fails to include personal finance in its education standards. Personal finance standards teach students essential life skills like budgeting, checking and savings accounts, credit, interest, investment in stocks and bonds, and the costs of borrowing. The research shows that students who receive this education are more likely to save money, budget their spending, invest, and obtain more financial aid for college.” Think New Mexico’s recommended changes along these lines should be adopted.
- The theory and history of the “social contract” should be added to the middle school civics strand. The balancing of individual wants and needs against the welfare of society and the country is an important theme underlying not only much of what is taught in the upper grades, but also what students will encounter in whatever manner they experience and deal with public policy.
- The judiciary’s role in government, with a focus on the U.S. Supreme Court and its major decisions, should be included in high school instructional materials. Such materials should address the role of the court in resolving legal and political controversies across the country, and in the importance of these decisions in enforcing civil rights and civil liberties.
- Our nation keeps fighting wars in Asia without knowing much about that part of the world. Instruction on Asia should go beyond the classical periods in China and India. In the geography strand and the colonialism theme it is important to include Southeast Asia, Japan, the Philippines and Korea to provide context for WWII, the Korean, Viet Nam and Afghanistan wars, and ongoing tensions.
- As laudable as the high school standards are, they could be better organized to ensure a clearer presentation. In their present form, there is a lot of repetition.

In sum, I urge the Department to adopt the bulk of these standards, with some enhancement. Children need to master the standards outlined in this proposed regulation to prepare to be effective citizens and problem solvers.

“...if a nation expects to be ignorant & free, in a state of civilisation, it expects what never was & never will be.” —Thomas Jefferson

Respectfully,

James Martin
 Santa Fe, NM
 jmartinnm@gmail.com

[EXTERNAL] Proposed Social Studies Rules

robert pohlman <bobpohlman74@gmail.com>

Thu 11/11/2021 2:58 PM

To: HelpDesk, PED, PED <PED.HelpDesk@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (1 MB)

House Republican Caucus Letter Regarding Proposed K-12 Social Studies Standards[96].pdf;

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New Mexico Public Education Department:
Dr Kurt Stenhaus,
Secretary

It is astonishing to me that it is necessary for Republicans in the House to make the kind of appeal they did to the PED. (See attached.)

A lifelong fighter for civil rights, I strenuously object to the current attempts to segregate Americans by race, gender, etc. (and to impute individual behavior to groups, based on immutable characteristics like skin color.)

I know that by the standards of today's extreme left I may be an anachronism, but I am proud of a nation which rose up and gave hundreds of thousands of lives (both white and people of color) to eliminate slavery. I'm proud of a nation that overwhelmingly responded to Dr. Martin Luther King's call for character over color, and passed multiple acts of civil rights legislation.

And I'm proud that when a kindergarten teacher realized she was (unintentionally) conditioning my daughter with a "women's-things/men's things" exercise, she stopped. My daughter is not just a woman, she is a person!

And I'm a person; not a gender, not a color.

I think teaching about slavery and "Jim Crow" is appropriate, and I learned about it in school as every student should, but there is nothing equitable about "equity" in today's parlance. It is clear that a litany of progressive political orthodoxy is being advanced by the PED's Social Studies proposals, to the detriment of "education."

The people don't want progressive or right-wing brainwashing and our kids deserve better.

PED's Social Studies proposals foster division, not unity. They are the very definition of racism. They must be stopped by PED or they will be stopped at the ballot box.

Bob Pohlman
7220 Quail Springs Pl NE
Albuquerque, NM. 87113



State of New Mexico
House of Representatives
STATE CAPITOL
Santa Fe

November 9, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

We are writing to express our strong opposition to the new proposed K-12 Social Studies Curriculum Standards that are currently undergoing a 45-day public comment period. Our opposition to these new proposed standards is based on our belief they incorporate the fundamentally flawed concepts of Critical Race Theory (CRT), plus they impose a progressive/liberal bias in regards to historical and societal events that are being mandated to be taught to New Mexico students. We, in turn, strongly urge the Public Education Department's (PED) leadership team to make substantial changes to these proposed standards in order to eliminate both of these highly objectionable aspects.

Social Studies education should be focused on teaching students why the U.S. and state constitutions are the pillars of our republic and how/why these documents are fundamental to fulfilling the American ideal that all people are created equal; how our governmental structures work and why governmental authority is dispersed among three separate, but co-equal branches; and how our free-enterprise system has resulted in a standard of living that is the envy of people across the globe and which provides a beacon of economic opportunity for all. It should not, however, be viewed as an opportunity to indoctrinate students with the false theology that our country is systemically racist, all things can be described in terms of oppressor and oppressed, or that our capitalistic system must be replaced with the paternalistic system of socialism.

Sadly, we believe these proposed K-12 Social Studies Curriculum Standards fail to teach students what has made America great, but instead has followed the path of various historical revisionists who only want to degrade and slander the greatest country on earth. Our country's history is not perfect in terms of economic and human rights, but that does not require altering Social Studies curriculums to embrace a highly distorted or biased view that the United States is dominated by white supremacists and racists. Rather than encouraging division and victimhood among our diverse populations, Social Studies curriculums should encourage students to realize we are all Americans and we all have opportunities for economic advancement based on the principles of family, education, and work.

At least 26 states have either adopted or are considering various policies/legislation that would restrict the teaching of CRT or limit how teachers can discuss racism and sexism. New Mexico should join these other 26 states in rejecting this Marxist inspired theology and not allow a rulemaking process (which is overseen by an unelected bureaucracy which is likely sympathetic to this ideology) which requires no

action by the State Legislature to supersede the will of the majority of New Mexicans who oppose the imposition of CRT-inspired theories upon our students.

We have objections to a significant number of the new proposed K-12 Social Studies Curriculum Standards, however, the specific items listed below are the most problematic and which demand PED's most careful review to ensure substantial changes or outright eliminations are made:

- In Ethnic, Cultural and Identity Studies --- Proposed 6.29.11.23(A)(1)(d) and 6.29.11.23(A)(3)(b): These standards require students to assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity...” and investigate how society should address “systemic inequity.” Such language is classic CRT as it creates and perpetuates the false premise of so-called privilege and systemic inequity. Rather than teaching division and racism, these standards should focus on unity and establishing a shared commitment to the ideals of equality and opportunity. Further, we would suggest that the entire Ethnic, Cultural and Identity Studies curriculum be scraped and a completely new set of standards be drafted to ensure there is no CRT-inspired theology included in any way.
- For Kindergarten and Other Elementary Grades --- Proposed 6.29.11.8(F)(3)(a), 6.29.11.9(F)(4)(a), and 6.29.11.10(F)(4)(a): These standards encourage kindergarten, first grade and second grade students to “take action” to address local, regional and/or global problems. While this standard may have an altruistic intent, it could result in a situation where these young students are exploited for various political or public policy reasons by adults who want to create the impression their cause is so just that even elementary students support their idea. These young students are highly impressible and their “support” for any effort to address problems can easily be manipulated by teachers and others for their own political/policy benefit. Students who are five, six, or seven years old should never be placed in a situation where they would serve as props in a photo-op organized by activists. These standards should be eliminated.
- Throughout the entire Social Studies curriculum for grades K-8, there are “Anchor Standards” entitled “Ethnic, Cultural, and Identity Standards” which create a platform to focus on the differences, rather than the similarities, among various groups of people. It also provides an opportunity, such as in Proposed Standards 6.29.11.11(E)(2), 6.29.11.15(E)(7), and 6.29.11.15(E)(12), for a teacher to impose a singular notion of “justice and fairness,” “unequal power relations,” and “past and current injustices,” although such terms are highly subjective and open to many interpretations. As with many aspects of these curriculum standards under the ethnic, cultural, and identity rubric, this area is rife with mandates that impose a certain set of values and beliefs that are not universally shared by all New Mexicans. Any attempts to lead students towards a specific value system should be completely eliminated from these standards as they can provide students with a biased understanding of complex events.
- High School U.S. History --- Proposed 6.29.11.21(A)(2)(b), 6.29.11.21(A)(2)(f), 6.29.11.21(A)(3)(d), and 6.29.11.21(A)(3)(e): Although the stated themes related to these standards are “U.S. Origins” and “Early America: The American Revolution and the Constitution,” there are five specific standards whose primary focus is slavery, yet there are no standards on why America fought to gain its independence from England and only two standards regarding the crafting of the U.S. Constitution and its impact on the United States. This “preoccupation” with slavery during the formation of America is consistent with the false assertions of revisionist historians who claim America was founded on the principles of slavery, the so-called 1619 Project. This distorted and absurd assertion has no place in any high school history curriculum,

especially when the struggle for religious and economic liberties in early America, as well as why it was essential to extract America from the dictates of a foreign monarch are never considered within the context of these standards. There are numerous other standards within High School U.S. History [Proposed 6.29.11.21(A)(2)(k), 6.29.11.21(A)(3)(f), 6.29.11.21(A)(3)(g), and 6.29.11.21(A)(3)(h)] that echo this apparent obsession with slavery as the economic driving force during our nation's westward expansion. It is solely another effort to indoctrinate students with a radicalized social and political agenda.

- High School U.S. History --- Proposed 6.29.11.21(A)(1)(i): This standard calls on students to “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” Such a requirement sounds eerily similar to the principles of CRT in terms of stressing “equity” and “just economic system.” Plus, who gets to define what these terms mean and what specific actions/steps satisfy whatever definition is utilized? Once again, rather than teaching students the principles embedded within our current capitalistic/free enterprise system, there is an obvious effort to encourage students to support some idealistic (socialism) economic system that may never be healthy for the country. This standard should be eliminated and replaced with a standard that provides students with a balanced discussion of the U.S. economic system.
- High School U.S. History --- Proposed 6.29.11.21(A)(3)(m), 6.29.11.21(A)(3)(z), and 6.29.11.21(A)(3)(ll): All of these standards relate to how gender and sexuality norms were changing during Reconstruction and the 1920s, as well as the activism and experiences of the LGBTQIA+ community during 1968 - 2008. We fail to comprehend the rationale for why high school students are required to learn about how gender and sexuality norms were changing during various historical periods and how is this perspective essential to a student's understanding of U.S. history during these two periods. In addition, why does every student have to examine the activities of the LGBTQIA+ community during a 40 year period? If individual students have an interest in LGBTQIA+ history, those students can conduct independent research in those related subjects. However, to require all students to do so, appears to be just another example of trying to mold students towards acceptance of a personal or social agenda that is highly controversial.
- High School U.S. History --- Proposed 6.29.11.21(A)(1)(gg): As we have shown above, these proposed K-12 Social Studies Standards are filled with examples of students being mandated to learn about a wide range of progressive/liberal ideals and agendas. Yet, maybe the most egregious example of this indoctrination is the standard which requires the examination of past, present, and future gun violence in the U.S. While understanding the relationship between crime and violence is a worthy subject of inquiry, it is not surprising this standard makes no reference to the constitutional rights afforded citizens to bear arms nor is there any discussion required as to how the proliferation of gangs, drug cartels, terrorist organizations, and other criminal enterprises have resulted in more gun violence within our society nor is there any requirement to help students understand that violence is perpetuated by individuals and not inanimate objects. This standard requires an extensive rewrite to ensure students are provided the “full story” on gun violence as noted above.

We assume proponents of these “reworked” proposed Social Studies standards will argue that CRT is not mentioned any place within these standards and that CRT concepts are not being imposed on New Mexico students. We would strongly disagree (as we pointed out in several bullet items listed above) and would respond that, of course, CRT is not explicitly mentioned within the standards as doing so would generate tremendous opposition from countless parents, taxpayers, administrators, and teachers

who are opposed to this radical ideology. Further, any explicit reference to CRT would most certainly doom these proposed standard from ever being approved and implemented. However, the continual and not-so-subtle inclusion of various words and phrases, such as “inequity,” “oppression,” “unequal power relations”, “racism,” and “injustice” are implicit admissions by the drafters of these proposed standards that CRT and it’s flawed vision of America is exactly what they are trying to impose through these Social Studies Standards.

Nonetheless, it is not just the CRT references we find objectionable, it is also the overall progressive/liberal slant or bias these standards are clearly designed to impart during the teaching of Social Studies in grades K-12. Within the proposed standards, there are numerous examples of classic progressive/liberal doctrine being promoted and all of these instances need to be either redrafted or eliminated to ensure New Mexico’s students are not subjected to a slanted view of our nation’s/state’s history and how our government and economic systems work. Specific examples include:

- Examine and evaluate the rules, laws, and authorities that keep people “safe” in New Mexico, but, of course, no mention of which rules, laws and authorities that keep New Mexicans “free.” [Proposed Standard 6.29.11.12(A)(1)]
- Describe how inequity in the U.S. laid the foundation for conflict that continues today. [Proposed Standard 6.29.11.13(A)(3)(b)]
- Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but limited to education, healthcare, government, and industry. [Proposed Standard 6.29.11.15(E)(3)]
- Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards. [Proposed Standard 6.29.11.15(D)(3)(g)]
- Brainstorm ways in which New Mexicans might heal from past and current injustices. [Proposed Standard 6.29.11.15(E)(8)]
- Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally. [Proposed Standard 6.29.11.16(F)(3)(f)]
- Describe how the Ku Klux Klan and other white supremacist organizations in the U.S. arose with the intention of maintaining the oppression of specific groups through informal institutions. Of course, no reference is made in any standard regarding the violence and intimidation provided by radical left groups like Antifa, Black Lives Matter, Weather Underground, The Earth Liberation Front, etc. [Proposed Standard 6.29.11.16(D)(5)(c)]
- Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world. [Proposed Standard 6.29.11.20(D)(2)(e)]
- Examine the short- and long-term effects of CIA involvement in Latin America, yet there is no requirement to explain to students how communist rule in Cuba has been negatively impacting that country for decades. [Proposed Standard 6.29.11.21(A)(1)(x)]
- Examine the evolution of McCarthyism from the Red Scare to COINTELPRO. [Proposed Standard 6.29.11.21(A)(1)(aa)]
- Explore the movement against police brutality. [Proposed Standard 6.29.11.21(A)(3)(kk)]
- Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. [Proposed Standard 6.29.11.21(A)(3)(mm)]
- Analyze US government policies to reduce climate disruption. [Proposed Standard 6.29.11.21(A)(4)(t)]

We believe the proposed K-12 Social Studies Curriculum Standard, in their current form, fail to provide students with a clear and balanced understanding of why the United States of America and the State of New Mexico should be admired for its many positive attributes. Therefore, we strongly urge PED's leadership to make substantial revisions to the proposed K-12 Social Studies Curriculum Standards to ensure our students are provided an opportunity to not only learn the fundamental principles on which our republic was founded, but also gain a respectful appreciation of our country's political and economic systems.

We also concur with the request being made by numerous New Mexico public school districts that the public comment period related to these proposed standards be extended to July 1, 2022 in order to give parents, educators, and other interested citizens sufficient time to review and comprehend the many detailed standards contained in this proposal.

Finally, we also strongly encourage PED to submit these proposed standards to the State Legislature for formal hearings to further expand awareness throughout New Mexico as to what and how students will be taught Social Studies in the years ahead.

Thank you for giving our concerns, comments, and suggestions your most serious consideration.

Respectfully yours,



James G. Townsend
House Republican Leader



Rod Montoya
House Republican Whip



Rebecca Dow
Caucus Chair



Randall S. Crowder
State Representative HD 64



Alonzo Baldonado
State Representative HD 8



Ryan T. Lane
State Representative HD 3



Candy Spence Ezzell
State Representative HD 58



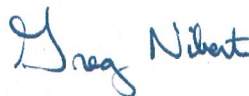
Cathrynn N. Brown
State Representative HD 55



Martin Zamora
State Representative HD 63



Rachael A. Black
State Representative HD 51



Greg Nibert
State Representative HD 59



Randall T. Pettigrew
State Representative HD 61



Gail Armstrong
State Representative HD 49



James R.J. Strickler
State Representative HD 2



Jack Chatfield
State Representative HD 67



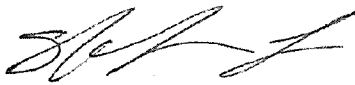
Larry Scott
State Representative HD 62



William R. Rehm
State Representative HD 31



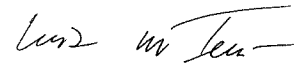
Jane E. Powdrell-Culbert
State Representative HD 44



Stefani Lord
State Representative HD 22



Kelly K. Fajardo
State Representative HD 7



Luis M. Terrazas
State Representative HD 39



Zachary J. Cook
State Representative HD 56



Joshua Hernandez
State Representative HD 60



Jason C. Harper
State Representative HD 57

[EXTERNAL] I am Opposed to Social Studies Standard Proposals

Stacey Turner <stacey@turner.org>

Thu 11/11/2021 3:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: kristy_crocket@yahoo.com <kristy_crocket@yahoo.com>; jerretturner@gmail.com <jerretturner@gmail.com>; socialstudiescomment@bulldogs.org <socialstudiescomment@bulldogs.org>

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I am a parent of two NM high school students and I have grave concerns with the new proposed social studies content standards. The proposed standards seem more like assignments versus true standards, and fail to cover actual events in history. They seem more like a group think tank experiment than history class. Key and important concepts or processes of the federal government are absent from the new standards. There are no references to limited government, separation of power, inalienable rights, federalism, democracy, or checks and balances. It seems as if the people and the events have been removed and the standards are very vague in nature. The standards should reference some of the historical figures and their very important theories. Study of the people and their ideas in history are vital. The proposed standards fail to specifically address some of the most key component instructions of our government.

There are very few standards if any at all that point to the greatness of the United States and its goals of life liberty and the pursuit of happiness. There is a little mention of the great opportunities that our students as Americans enjoy, however there is a heavy focus on the negative side such as how are you limited by your identity. Is that really what we want to teach our kids, to be victims and how limited they are? Where is the mention of the positive efforts of Americans who have worked to help everyone in this nation? It seems as if the standards value the individual more than the collective identity of our whole nation.

Often of the standards lend themselves to being written to a singular political dogma. 5.1 to describe how an equity in the United States laid the foundation for conflict that continues today.

Many of the guiding principles and the language in the standards are doing the work of the parent. 9-12.US.87 Examine the ways in which gender and sexuality norms have changed and stayed the same in 1920s America. Sexuality in the past is now a US history concept that needs to be taught? Why? That's my responsibility as a parent not the school's responsibility. It should not be included in history concepts.

The standards talk about identity and bias, such as the reference to inherent bias in maps. How are maps biased? Is it important for a teacher to actively help a student identify their identity group at a Kindergarten level? I feel this is a reversal of how far we have come and all we have taught our kids to be inclusive. 3.28 Compare and contrast cultural identity with other people and groups. My question is, is our identity really based on our culture and our groups?

Understanding gun control debate is important but singling out the consequence of gun violence actually is biased. 9-12.US.132 Examine the history of guns in America as compared to other world powers and the consequences of gun violence an American society past, present, and future. If we teach the consequences of gun violence should we not also include the importance of guns and protecting those such as the President of the United States.

As a parent in this state, I do not approve of these proposed standards. Please refer to the Artesia Social Studies Department Edits that were submitted. This was a combined effort of the social studies department at the secondary schools in Artesia. Every effort was made to keep the spirit of the standard while removing language that some perceive as political.

Thank you, Stacey Turner

[EXTERNAL] Fwd: CRITICAL RACE THEORY IS CRITICALLY DIVISIVE AND, THUS, CRITICALLY WRONG

Jess Holmes <jess.t.holmes@gmail.com>

Thu 11/11/2021 3:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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----- Forwarded message -----

From: **jess holmes** <jess.t.holmes@gmail.com>

Date: Thu, Nov 11, 2021 at 8:42 AM

Subject: CRITICAL RACE THEORY IS CRITICALLY DIVISIVE AND, THUS, CRITICALLY WRONG

To: rule.feedback@state.nm.us <rule.feedback@state.nm.us>

Since the days of Martin Luther King, we, as a society, have truly endeavored to teach inclusivity to all and to end discrimination forever. The idea that teaching divisive critical race theory would better human relationships is absurd... it will actually exacerbate the ugliness that prevails when one race considers another race to be inferior. We should be moving away from thoughts and ideas that point out cultural differences and accusing people of being guilty of transgressions that occurred before they were even conceived. If, for example, I had a father that was incarcerated for some crime, I would certainly be affected by it but I would not be guilty of his transgression. The teaching of CRT is doing just that... accusing youth of being guilty for something that perhaps their ancestors did or did not do. Of course we must know our history and what has transpired before but we must not be forever tainted by our skin color and our "accidental" birth... Yes, we must know real history so that we will not repeat the errors that occurred, but we must do it in a way that uplifts and not accusatorily condemns. Learn from the past... take the best and move forward...

Instead of teaching divisiveness, therefore, we must be concentrating on teaching our youth the very principles upon which this Country was founded. We must stress the preamble of the Constitution of the United States that states: "We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." In addition, there are certain inalienable Rights as stated in the Bill of Rights and those include the right of free speech, of free assembly, of free press and free religion... in short, freedoms that were never found in those countries from which the settlers of this country fled. They came to this Country to escape the inequities of their homelands and to find freedom for themselves and their families. This Country was not, as certain divisive groups would have us believe, founded on slavery. Slavery was unfortunately an inherent and abhorrent practice throughout the history of the world from the time of the Egyptians to today in ALL parts the world and was something our society experienced and abhorred. Our ancestors fought a civil war to end that inhumane and inglorious practice. Therefore, we must be teaching our youth that the practice of slavery should not be tolerated under ANY conditions and that they should be grateful that

our Country is no longer encumbered by those practices. We got away from that when the Civil Rights Act of 1964 specifically outlawed discrimination based upon race, color, religion, sex and national origin.

I urge you, therefore, to encourage the youth of our Country to move forward... in a positive way... to promote the tenets upon which this Country was founded... to once and for all put an end to racial division and teach us all to be color blind... that no matter our ancestral background, we are all equal and enjoy the same equal opportunities to better ourselves and this Country. Martin Luther King said it for us all... "All men are created equal..." Who are we, then, to begin to undo those beautiful words and return to the pre-civil rights era of creating cultural divisions... CRT is the ugly elephant in the room that would have us all, our children included, believe that we are not all created equal...

Thank you and I trust you will regard this letter as a positive step toward the educational future of our children,

Jess Holmes

Sent from [Mail](#) for Windows



Virus-free. www.avg.com

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In GOD We Trust
GOD Bless the United States of America

Jess Holmes, FAIA, LLC
consulting architect/planner
524 W. Main. Street
Artesia, NM 88210
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[EXTERNAL] In Opposition to Proposed Social Studies Curriculum

Barnabas Institute / Center for Christian Community <c4cc@comcast.net>

Thu 11/11/2021 3:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To-Whom-It-May-Concern:

From: JD Vasquez

Date: November 11, 2021

Re: In Opposition to Proposed Social Studies Curriculum

New Mexico is dead last in education and the proposed social studies curriculum is designed to keep us there. This country was founded by those seeking religious freedom, willing to risk a three-month journey across a vast ocean in wooden ships propelled only by the wind.

Instead, our children will learn that African slave ships motivated by greed created this nation.

The new curriculum does not mention our nation's Founding Fathers, i.e. George Washington or Thomas Jefferson. There is no mention of the Constitution or the Bill of Rights. We have no Presidency, no Congress, no Supreme Court.

Diversity is the hallmark of every class level and sexuality a principal issue. Our high school students are asked to "identify the ways in which gender and sexuality were changing and unchanged during the 19th century." New Mexico already has a curriculum that reflects our values. That's New Mexico's need.

[EXTERNAL] Comments on Proposed New Statute for Public Schools for kids

TJ CL <tjcl0201@gmail.com>

Thu 11/11/2021 3:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My name is Tammy. I have read the upcoming proposal to social studies in New Mexico. Your proposal hints too dangerously close to Critical Race Theory. Which in of itself is racist and seeks to further make the public school system even more divisive than it already is. Social studies should be about learning the societal aspects of our country and our world. There shouldn't be any talk of racism or separating our children into different categories based on the color of their skin.

I strongly object to these proposed changes and as a taxpayer in the state of New Mexico feel it is the duty of the PED to change the proposed social studies curriculum to NOT INCLUDE any racism theories. It will further divide this state and this country and will force good teachers out of the educational system when we already have a severe shortage of great teachers.

Please consider changing the social studies curriculum to not include your proposals.

Sincerely,

Tammy Lidyard
tjcl0201@gmail.com
505-452-6426

[EXTERNAL] Teaching Personal Finance

Charles Hyle <cshyle72@gmail.com>

Thu 11/11/2021 3:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

We are writing in support of the proposal to include the teaching of personal finance into the Primary and Secondary Education Standards for Excellence. It is extremely important for all young students, especially those from disadvantaged households, to have these life skills in order to make progress into adulthood and we strongly support this proposal.

Sincerely

Charles and Charlene Hyle
1035 Sierra Del Norte
Santa Fe NM. 87501

[EXTERNAL] Critical Race Theory

Donna Crawford <donnalee.crawford69@gmail.com>

Thu 11/11/2021 3:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (11 MB)

VIDEO-2021-11-06-20-16-47.mp4;

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See attachment

Subject: FW: Critical Race Theory

[EXTERNAL] Social Studies Standards

Lisa Hawkins <lhawkins@fms.k12.nm.us>

Thu 11/11/2021 4:11 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Below are my comments on the proposed Social Studies standards:

DELETES

- K.14. Identify how individuals are similar and different. DELETE This topic asks students to open up about personal subjects that are no business of their peers. We should be teaching children to be united in a community, not how we can pick each other apart by the way they were raised, what beliefs they have, or how they look. We have children that live in a nuclear families and children that live with extended families due to circumstances that children may or may not understand. We do not need to put our students into potentially embarrassing situations.
- K.17. Explain what scarcity is and how scarcity affects the accessibility of goods and services. DELETE New Mexico has diverse socio-economic communities. This topic asks students to identify hardships of their peers or of themselves and could have detrimental consequences to their self esteem and how they see their family or community members. We have students that come to school and say they cannot read at night because they don't have books at home. We have students that take home food bags once a month because food is "scarce" and they depend on a little extra food from the school. Teaching this could point out a deficiency in a student's family and we don't need them to feel badly about themselves.
- K.21. Explain why and how people move from place to place within a community. DELETE What is the purpose of this topic? In my classroom it means that I have students that move from place to place because their mother is a drug addict and they are homeless. They move in with friends one week, then Grandma, another week, then out again. Another child in my class had to be taken by his grandparents because his mother went to jail and his father didn't want him. This is not a topic in which students, especially 5 year olds, need to be discussing nor should understand adult-family decisions.
- K.22. Communicate a positive view of themselves and identify some of their group identities. DELETE This looks like a social-emotional learning skill, not a social studies skill. This asks students to find and point out differences amongst their peers and to identify with a group. What groups are these standards expecting kindergarteners to identify with? Children should identify that people are people and we need to work together to build great communities. This wants children to separate themselves into "groups".
- K.23. Describe ways they are similar and different from people who share their identities, and people who do not. DELETE What "identities" are these standards trying to teach children? This skill wants children to separate themselves from their peers and have them be part of a "group" that excludes some or all of their peers. This asks students to judge differences between the children instead of finding ways to explain how the children can work together to make great communities. This asks students to single-out their peers when they find a difference in their "identities." This will have a negative effect on the classroom and school community.
- K.24. Identify how their family does things both the same as and different from how other people do things. DELETE This asks students to bring personal history to the classroom. We have diverse families in New Mexico and there isn't any reason why students need to compare and contrast their lives to their peers. This could be embarrassing to students, this could cause students to be jealous of each other, and would affect attitudes and relationships of students in a class.
- 1.12. Examine and identify cultural differences within a community. DELETE Why do we need to point out differences within our community? We are supposed to be teaching children that we are created

equal and should identify each other as such. We should be examined by our character not where we come from or what we identify as.

- 1.14. Examine choices that families make due to scarcity, and identify costs associated with these choices DELETE Forces kids to single out their peers or themselves. We have diverse socio-economic families that suffer from the lack of income and resources. This could be embarrassing to students and would affect attitudes and relationships of students in a class if they knew more about the lifestyles of their peers.
- 1.23. Explain how groups of people believe different things and live in different and interesting ways. DELETE This asks students to bring personal history to the classroom. Children do not need to be pointing out the differences or beliefs amongst each other. We have diverse families in New Mexico and there isn't any reason why students need to compare and contrast their lives to their peers. This could lead to negative discussions and would affect attitudes and relationships of students in a class. 6 and 7 years old do not normally find things "interesting" but rather think new things are weird if it is not how their family does things. This could embarrass some students if peers make fun of they way they live.
- 1.24. Explain how student and individual identities are part of what makes each person unique and special. DELETE "identity" standards should be taught by families, not learned at school. Giving positive affirmations to students is important and letting students know they matter and are loved. We do not need to be pointing out identities at school, this could have negative impacts with the relationships teachers have with families.
- 2.5. Take group or individual action to help address local, regional, and/or global problems. EDIT As a class, create a plan to address a classroom problem. (Take action on local, regional, and or/global problems is too broad a subject to expect second graders to participate in solving. Basic problem solving is appropriate)
- 2.28. Describe ways we are similar and different from people who share identities, and people who do not. DELETE Students are asked to identify themselves in some sort of group. And then it wants them to compare and contrast themselves with their peers. This asks students to bring personal history to the classroom. Children do not need to be pointing out the differences or beliefs amongst each other. We have diverse families in New Mexico and children do not need to be pointing out how different they are from their classmates. This could lead to negative discussions and would affect attitudes and relationships of students in a class.
- 2.29. Demonstrate respect for the feelings of people who are similar and different from me. DELETE This sounds like a social-emotional skill to teach children to be respectful to one another...no matter what. I do not like how it states "similar and different from me." This is a divisive sentence to teach children. It wants children to recognize and know that they are different from other people and use those differences to identify as a separate group from their peers.
- 3.28. Compare and contrast cultural identity with other people and groups. DELETE Cultural identity needs to be taught at home, not school. Educators do not need to have students compare and contrast their family dynamics with their peers or other community members.
- 5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are. DELETE What groups? Is this asking educators to identify (discriminate) groups of people and have the students research the treatment of them? This needs to be specific in what students need to research and once it is specific on who needs to be researched, it sounds like a high school standard, not fifth grade.
- 6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups. DELETE cultural identity should be taught at home as well as self esteem. Being proud of where you come from is important, but is the responsibility of educators. We should not be encouraging children to separate themselves into "groups."
- 6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions. DELETE cultural identity should be taught at home as well as self esteem. Being proud of where you come from is important, but is the responsibility of educators.
- 6.17. Explain the challenges and opportunities people face when taking action to address problems DELETE As a 6th grader they need to be focusing on reading, writing, and math so they can become

young adults to decide if they want to be social/political activists.

- 6.20. Identify how differences and similarities between diverse groups impact perspectives. DELETE We should not be encouraging children to separate each other into “groups.”
- 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures. DELETE This is not specific. “Treatment of people” What people? Is this asking educators and students to identify (discriminate) groups of people and have the students research the treatment of them?
- 7.11. Examine the relationship between stereotypes, bias, and group identity. DELETE This is a divisive skill. This will require students to express what stereotypes they have heard which would divide the peers. This would have a negative impact on the relationships students have with their peers and teachers. We should be teaching children the things that unit us, not what divides us.
- 7.12. Explore opportunities to be an ally and describe ways in which stereotyping can be a barrier to acting as an ally. DELETE Educators are not in the business of creating social activists. Educators do not need to be having conversations with children about stereotypes. We should be teaching children the things that unit us, not what divides us.
- 7.27. Define and explain the present demographics of our state. DELETE Children should be taught that we are all people and we should not discriminate against each other based on our race, color, religion, gender, gender, age, national origin, disability, etc. Teaching demographics to children divides the children amongst their peers. This skill sounds like a college level discussion question to use on ARC GIS software.
- 7.28. Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. DELETE What social identities is this referring to? We live in the United States where our constitution protects our rights. Everyone has a voice and can find access to these “societal institutions.” Children are provided education, NM provides healthcare with Medicaid, we are able to vote for government officials, and I don't know what it is referring to as “industry” as having access or barriers. We all have access to these things and if we respect and contribute to our communities. (Unless you have special circumstances where you depend on someone to care for you.)
- 7.49. Describe the relationship between their cultural heritage(s) and their personal identity/ identities. DELETE Not all children have a cultural heritage (I certainly don't) and we do not need to divide students by asking them to identify themselves into a group. This skill is inequitable for all children to participate in (for the first part.)
- 7.50. Identify what students want the world to see when their culture is on display, and how to address negative perceptions. DELETE We do not need to teach children about their cultures and how people may think of their culture negatively. This should be taught at home.
- 7.93 DELETE
- 7.94 DELETE
- 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time. DELETE This is an exclusive skill that does not incorporate all students to participate. Not all students identify themselves in “groups”. Teaching students to identify themselves into groups separates them from the rest of their peers or community.
- 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups. DELETE Not all students would be able to participate because not everyone identifies with e culture or an identity. This is a divisive skill.
- 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions. DELETE Not all students would be able to participate because not everyone identifies with e culture or an identity. This is a divisive skill. This asks students to have negativel conversations towards their peers or members of their community. We should be teaching unity, not division.
- 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behaviors in classrooms, schools, and the broader community. DELETE We have laws and a constitution that protect us from stereotyping and being unable to gain access to these things. Educators

should not be telling students who could get in their way, they should be educating students on how to be productive members of their community, have positive impacts in their communities, and explain how these skills will help them engage in positive civic behaviors.

- 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results. DELETE This is not specific. It should have reference to specific events in history or current times. Educators are not responsible for teaching children to become activists. Educators at this grade level should be teaching the history of events when ideas, lifestyles, governments were challenged and how the people addressed those problems and the results that were gained or lost.

- 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future. DELETE The future of what exactly? This is not specific and is making assumptions on possible people that they need to be healed. What do educators need students to be thinking about how to mend or heal the future of something undefined?

- 8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture. DELETE The skills taught during this time period are specific for the students to understand the history of Expansion and Displacement. This topic is a deep conversation that would be taught in college.

- 9-12.ECI.13 through 9-12.ECI.22 DELETE These standards are divisive to teach young adults. Educators should not be instigating conversations about identity groups, racial constructs, religion, and cultures. These conversations ask students to discriminate against each other or members in their communities instead of bringing the community together. 16-22 are negative in nature and would only promote discussion of discontent intended to divide each other. These sound like they should be taught at a college level. Honestly, the entire Ethnic, Cultural, and Identity Studies social studies program should be deleted.

More Edits and deletions

EDITS

- K.4. Take group or individual action to help address local, regional, and/or global problems. EDIT As a class, create a plan to address a classroom problem. (take action on local, regional, and or/global problems is too broad a subject to expect Kindergarteners to participate in solving. Basic problem solving is appropriate)

- K.13. Sequence important events in your life. EDIT Sequence an important event in your life.

- K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups. EDIT Describe a person in their family that has helped contribute to their family in a positive way. OR DELETE: What groups are we expecting Kindergarteners to place themselves into? Learning about genealogy is a different grade level standard (was 8th grade when I was a kid) and Kindergarteners should not be expected to know the history of their family and culture. Especially if they come from broken and dysfunctional homes.

- 1.5. Take group or individual action to help address local, regional, and/or global problems. EDIT As a class, create a plan to address a classroom problem. (Take action on local, regional, and or/global problems is too broad a subject to expect first graders to participate in solving. Basic problem solving is appropriate)

- 2.27. Express a positive view of themselves without being mean or making other people feel bad. EDIT Describe and explain a positive characteristic about themselves and another member in their community (class, school, family, town).

- 3.27. Express a positive view of personal identities without making someone else feel badly. EDIT Describe and explain a positive characteristic about another member in their community (class, school, family, town).

- 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. EDIT Identify people who have worked throughout history to bring positive impacts on the world.

- 4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment. EDIT Interview a member in the community to find out about their life experiences. OR DELETE IT.

When I read this I see "Nicely ask questions about someone's personal life and try not to make judgments

about them.” Teaching manners and respect to students is a social-emotional skill. This sentence above could be expecting children to not use their instincts when learning facts about people. If they meet a stranger who tells them a story that doesn’t sound quite right, fishy, or disturbing, a child could potentially be in a bad situation and not know any better to leave or tell a trusted adult what they found out. If we teach children to think everyone is unique and we need to respect all the information they tell us, then we could be teaching children to let their guards down.

● 5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups. EDIT Demonstrate knowledge of family history by researching their genealogy. OR DELETE: What groups are we expecting fifth graders to place themselves into? Learning about genealogy is an appropriate opportunity to have the children research.

6.21. Demonstrate relationships between personal events and historical events. EDIT Describe how a historical event affected your personal life.

● 7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. EDIT (Needs to be more specific to New Mexico so educators and students do not need to identify groups to learn about.)

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

9-12.Geo.27. Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond. EDIT Make factual judgments about people, places, events, phenomena, ideas, or developments, and determine appropriate ways to respond

● 9-12.NMH.47. Demonstrate historical causation by using AND 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico. EDIT Is this meant to be together as one standard? "Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico"

● 9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America. EDIT Examine the ways in which gender norms changed and stayed the same in 1920s America

● 9-12.US.129. Explore the movement against police brutality. EDIT I’m not exactly sure how to edit this. There are many students that come from dysfunctional families who have had negative experiences with police officers. I can’t think of another way to have students learn about the actions of police officers following the laws (which some may not have been good laws) at the time of the events this time period is referring to (1968-2008)

● 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future. DELETE Real examination of the history of guns would take longer than a few weeks for students to understand. Due to the politicization of gun violence in recent years, it would be difficult for an educator to have an unbiased approach in teaching this subject and accurate information because this is a huge topic to learn and teach.

● 9-12.US.133. Analyze the current state and health of American democracy and create an action plan to protect American democracy. DELETE What does this mean “state and health of American democracy?” Who wrote this and already determined that American democracy needs protecting?

● 9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present. DELETE This is another divisive topic to be discussing in high school. This has also been a politicization topic in the media and this standard assumes there is only one side to the conversation of anti-immigration. Immigration is already covered in other anchor standards in the high school standards about the past. This standard attacks an anti-immigration idea that not everyone agrees with.

● 9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. DELETE This part that states “a more just and equitable America” doesn’t make sense. I read this as “America is just and equitable, but lets single out diverse groups like Native Americans and African Americans and make it MORE just and equitable for them and not everyone.” We shouldn’t be singling out groups of people because we are all people. The United States is equitable to all people because we all have the opportunity to accomplish what we want

to achieve. This standard would make our “land of opportunity” seem as if groups need to have advantages over the rest of its citizens.

Thank you,
Lisa Hawkins

--

Lisa Hawkins
Kindergarten Teacher
Esperanza Elementary
505-599-8676

"Helping Others Pursue Excellence"

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[EXTERNAL] NO to the proposed Social Studies Standards

Kristina Naber <kristinanaber@gmail.com>

Thu 11/11/2021 4:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The proposed standards include additions based solely on opinion... Racism and sexism, gender identities should not be discussed in the classroom. I went through public ed in Albuquerque from K-12 and I did learn about slavery and I do know because of what I was taught how wrong it is... I also learned treating people differently based on the shade of brown their skin is, is also VERY WRONG. Children should not be taught to notice such things. Children inherently do not notice these things. Talking about gender identities and sex should also not be allowed in the classroom.

Our children are our future, our freedom fighters and our legacy... We must do better for them in all aspects of society, especially in the classroom, therefore do not allow this change to the social studies curriculum..

Sincerely,
Kristina

[EXTERNAL] Social Studies Curriculum Comment from David Rogers

Christina Albright <christina.albright@aps.edu>

Thu 11/11/2021 4:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

David Rogers (505.504.3613) left a message for the Albuquerque Public Schools Board of Education because he thought we were taking comments and wanted to comment on the new Social Studies curriculum.

Mr. Rogers said, in his phone message, that he understood the curriculum included critical race theory (CRT). He does not want to see it include CRT. He thinks that CRT is divisive and should be left to the colleges to teach. He thinks New Mexico has gotten along well with one another for 400 years and we don't need to make things more difficult for young children. He wanted his comments to be heard.

Please let me know if you have any questions.
Thank you for all you do!
Christy Albright

--

Christy Albright | she/her/hers | Albuquerque Public Schools | Board of Education Constituent Services Specialist

Cell: 505.252.3211 | Office: 505.880.3729 | Christina.Albright@aps.edu | PO Box 25704 Albuquerque, NM 87125-0704

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[EXTERNAL] NO to Social Studies Standards change

Joel Naber <joeldnaber76@gmail.com>

Thu 11/11/2021 4:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The proposed standards include additions based solely on opinion... Racism and sexism, gender identities should not be discussed in the classroom. I went through public ed in Albuquerque from K-12 and I did learn about slavery and I do know because of what I was taught how wrong it is... I also learned treating people differently based on the shade of brown their skin is, is also VERY WRONG. Children should not be taught to notice such things. Children inherently do not notice these things. Talking about gender identities and sex should also not be allowed in the classroom.

Our children are our future, our freedom fighters and our legacy... We must do better for them in all aspects of society, especially in the classroom, therefore do not allow this change to the social studies curriculum..

Sincerely,
Kristina

[EXTERNAL] Kindergarden-12th-Grade Social Studies

adam squire <adamcsquire@hotmail.com>

Thu 11/11/2021 4:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

PED:

I strongly disagree with the adoption of the proposed Kindergarden-12th-Grade Social Studies. New Mexicans should not be taught they are oppressor's, racist, and that police are inherently bad people.

I have already pulled my two son's out of public schools because of this slant in teaching. I am concerned for those who do not have the means to homeschool or attend a private school.

Please do not institute this social studies program. New Mexican children have a hard enough time attending your schools which are DEAD LAST IN THE NATION, 50th PLACE!

Sincerely,

Adam Squire

Sent from [Mail](#) for Windows

[EXTERNAL] Feedback

Javier Aceves <acevesj@gmail.com>

Thu 11/11/2021 4:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences

Sent from my iPhone

[EXTERNAL] 6.29.11 Social Studies NMAC

Deb <tinybrownwoman@gmail.com>

Thu 11/11/2021 4:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I wish to give public comment on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**.

I am in favor of updating and replacing Social Studies.

The Social Studies material is past due for an update. Just like any classroom material is updated to reflect current knowledge, the Social Studies curriculum is no different. We no longer teach that Pluto is a planet. Current and updated science shows us that Pluto does not meet the criteria for a planet. Social Studies standards and curriculum are the same and must be updated to reflect new research in cultural and social diversity.

Thank you,
Deborah Marez-Baca
Retired Abq. Public Schools
6801 Glacier Rd NW, Albuquerque, NM 87114

Be the change

[EXTERNAL] Do NOT Teach the newly proposed Social Race Theory Curriculum in New Mexico

Genevieve Avraham <whitewave7878@gmail.com>

Thu 11/11/2021 4:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To The New Mexico Department of Education,

I am deeply concerned by the premise and politics and plan to indoctrinate the children of this generation with

ideologies that are so slippery and uncertain which will confuse the minds and hearts and actions of the children

whom we, as adults, are responsible to nurture and guide for life, blessings, and success in these formative years.

After previewing the proposed "social studies" curriculum, I see many terms, loaded words, courses of proposed action that

undermine history, truth, and God's design for family as proposed in The Holy Bible, that I cannot sit by and allow our children

to be tainted and confused by having all surety of a solid foundation of their identity as God created them taken away.

This course of action to teach our children these wishy-washy ways of thinking will only lead to trouble for the families and communities

of New Mexico. Please do not force this curriculum through the Department of Education to any schools in New Mexico.

Sincerely,
Genevieve

[EXTERNAL] Public Hearing

Margaret Rodriguez <MagaNana7@outlook.com>

Thu 11/11/2021 4:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do NOT include the proposed Critical Race Theory and Gender programs into the NM Education Curriculum! I have familiarized myself with the materials. I believe they will do more harm than good.

Please do not harm our students in this way. I am a retired teacher, and still substitute teach in the Roswell high schools. Schools should focus and concentrate on the traditional core subjects. The social justice issues should not be presented in the school curriculum. There should be more emphasis on Civics and the Constitution of the United States.

Thank you! Please consider my request.

Sincerely,

Margaret

Rodriguez.

Sent from my iPhone

[EXTERNAL] Proposed Rule Changes for 6.29.1.9 NMAC, General Provisions

Tony Klesert <tklesert@mac.com>

Thu 11/11/2021 4:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in favor of PED's proposed changes to the State's social studies curricula. Please vote to adopt them.

As I understand it, the new curricula would include an emphasis on "major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity," and "ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives."

That is as it should be in a state with such broad historical and cultural diversity as New Mexico.

Concerns being raised about CRT are baseless, as no part of these proposed changes involve or invoke CRT in any way.

Some people seem concerned that school kids will learn disturbing things about our past history. At a certain level, that concern is understandable.

Studying history can and does often make us proud to be who we are. But studying history also sometimes does disturb us. Some of history will upset us. It may even infuriate us.

But if studying history only makes you feel proud and happy, you aren't studying history - you are being fed propaganda.

Thank you for your attention to this important issue.

Tony Klesert
929 Adams St NE
Albuquerque, NM 87110

[EXTERNAL] Social Studies format in NM schools

Eileen Richardson <eileen@nativewingscoffee.com>

Thu 11/11/2021 5:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Are you kidding me??

You haven't learned how parents feel about their children being taught theories of racism or incorrect racist history?

Us mama bears and Papa bears will NOT allow you to indoctrinate our children with this evil teaching.

You don't serve our children by teaching these theories to divide and degrade.

DO NOT allow the Social Studies format you are proposing. If you do you will hear from all of us and be FIRED!

Eileen Richardson

Native Wings Coffee House
7 Avenida Vista Grande, B8
Santa Fe, M 87508

505-316-1669 - mobile

505-397-4748 – coffee house

eileen@nativewingscoffee.com

<https://www.facebook.com/nativewingscoffee>

<https://www.nativewingscoffee.com>



[EXTERNAL] Proposed Social Studies Standards

Karen Carter <kacarter@gmail.com>

Thu 11/11/2021 5:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My name is Karen Carter, I live in Las Cruces, NM. My daughter attends a public school in New Mexico, as both her father and I did, and I am writing in support of the new proposed social studies standards. They are more historically accurate and representative of the complexity of both New Mexican and US history than the past standards under which I was educated. I appreciate and support this effort to implement standards that seek to encourage our children to think critically about our world and the structures that shape it, as well as encouraging our children to consider others' points of view. We need to encourage our children to be bold and think about how we can improve the world for everyone in it, and these standards support that. Thank you.

--Karen Carter

[EXTERNAL] NO to the social studies curricula proposal

Apryl Marlowe <aprylmarlowe@gmail.com>

Thu 11/11/2021 5:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Sent from my iPhone

Begin forwarded message:

From: "HelpDesk, PED, PED" <PED.HelpDesk@state.nm.us>

Date: November 11, 2021 at 5:03:31 PM MST

To: Apryl Marlowe <aprylmarlowe@gmail.com>

Subject: Re: **[EXTERNAL] NO to the social studies curricula proposal**

Please send your input to this email address if you would like it to be included with all other public comments:
rule.feedback@state.nm.us

NM PED Constituent Services

The information provided is not intended as legal advice and should not serve as the basis for decision-making in specific situations. In addition, this response does not create an attorney-client relationship.

From: Apryl Marlowe <aprylmarlowe@gmail.com>

Sent: Thursday, November 11, 2021 2:17 PM

To: HelpDesk, PED, PED

Cc: M.M.Marcie2012@gmail.com; Jay

Subject: **[EXTERNAL] NO to the social studies curricula proposal**

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing today to strongly and firmly voice my opposition to the proposed social studies curricula being considered by the PED.

As a mother of two school aged children, and as a tax paying New Mexican citizen I demand that my opinion be heard and regarded- This proposed curricula must NOT be accepted.

The proposed social studies curricula is unjust, unfounded, non-factual, and completely inappropriate as it supports the instruction of critical race theory. It must be rejected.

Sincerely,
Apyl Swainston, PharmD.

[EXTERNAL] Social Studies Standards

Ann Ziegler <annzieg@gmail.com>

Thu 11/11/2021 5:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Serna,

When we teach with honesty and openness about our history and cultures, we enrich all students' lives. The social studies standards choose to do that, not by making any group feel guilty, but raising each ethnic and cultural group to higher standards of learning.

For kindergartners to be involved in their local communities, understanding how important water is for the future of their communities or how recycling helps their community are basic to becoming responsible citizens.

For high school students to know that New Mexico had a Japanese Internment Camp and how that impacted Japanese families is basic to understanding what is done to innocent people during wars.

I strongly support the social studies standards and the importance of professional development to help all teachers implement them. By listening to the voices on the fringe, who don't want an honest curriculum or want to return to a 1950s based curriculum, New Mexico students would not be prepared for a more diverse and exciting world.

Thank you,
Ann Ziegler, Ph.D.
teacher, teacher educator, parent, grandparent

[EXTERNAL] Proposed Social Studies Standards

JANIE HALL <janielee16@msn.com>

Thu 11/11/2021 5:19 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom I may concern.

I am writing to support the adoption of the proposed K-12 social studies standards for New Mexico students.

The proposed standards:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.

Thank you for the opportunity to provide input regarding these important educational standards.

Sincerely,

Janie Lee Hall

Sent from my iPhone

[EXTERNAL] repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies.

Dr. Stephanie Mack <stephanie.colemanmack@gmail.com>

Thu 11/11/2021 5:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening,

I am the parent of an Albuquerque Public School (APS) student who is entirely in support of the Social Studies curriculum proposed changes. The changes will accurately reflect history and provide students with more of an accurate depiction or better portrayal of actual events, historical figures, and perspectives.

Let's all begin to better understand pieces of our true history and the impact that it has on events and lives today.

Stephanie Coleman Mack Ed.D.

[EXTERNAL] Proposed Social Studies Standards

Cody Patterson <cody.patterson@carrizogrizzlies.org>

Thu 11/11/2021 5:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>

 1 attachments (65 KB)

Social Studies Recomendations - Sheet1.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon,

Please see Carrizozo's Attached Social Studies Standards input.

--

Cody Patterson
Superintendent
(575) 648-2346
Fax: (575)648-2216

Carrizozo Municipal Schools	
K5	
Draft Standard	Proposed Change
K.10 Identify the local, state, and national symbols (eg., flag, bird, song)	K.10.1. Recognize and name symbols and activities of the United States, New Mexico, and tribes to include: a. United States symbols to include the flag, bald eagle, monuments. b. New Mexico symbols to include the flag, Smokey Bear, State Bird, chili. c. Tribal symbols and activities to include Feast Days, pottery, arts, storytelling etc. 2. Recognize patriotic activities including The Pledge of Allegiance, The Star-Spangled Banner, salute to the New Mexico Flag.
K.22 Communicate a positive view of themselves and identify some of their group identities.	K.22. Communicate a positive view of themselves.
K.25 Describe their family history, culture, and past to current contributions of people in their main identity groups.	K.25. Describe the student's family history, culture, and past.
Add	1. (add to standards) Identify characteristics of culture such as language, customs, religion, and shelter.
2.28 Describe ways we are similar and different from people who share identities, and people who do not.	2.28 Students will describe ways in which they are similar and different from other people.
3.27 Express a positive view of personal identities without making someone else feel badly.	3.27 Express a positive view of themselves without making someone else feel badly.
5.12 Describe how inequity in the United States laid the foundation for conflict that continues today.	5.12 Delete: Open to teachers opinion.
5.30 Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	5.30 Demonstrate knowledge of family history culture and past contributions.
5.31 Explain how groups of people are treated today and in the past is a part of what makes them who they are.	5.31 Explaining how each student's abilities could contribute to our society.
Grades 6-8	
Draft Standard	Proposed Change
7.11 Examine the relationship between stereotypes, bias, and group identity	7.11 Examine the relationship between stereotypes and bias. (Define group identity.)
7.21 Select a province of New Mexico and research its distinguishing characteristics.	7.21. Select a region of New Mexico and research its distinguishing characteristics.
7.28 Evaluate how society's responses to different social identities lead to access and/or barriers from various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	7.28 Describe the obstacles and how people have overcome these obstacles in various societal institutions, including but not limited to education, healthcare, government and industry.

7.49 Describe the relationship between their cultural heritage(s) and their personal identity/identities.	7.49 Students will describe the relationship between their cultural heritage(s) and their personal identity/identities.
7.60 Demonstrate how diversity includes the impact of unequal power relations on the development of group identities.	7.60 Delete: Not a standard. Could be an assignment.
7.61 Brainstorm ways in which New Mexicans might heal from past and current injustices.	7.61 Delete. Not a standard but an opinion. No way to measure this standard.
7.72 Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.	7.72 Discuss how individuals want to be perceived by others and how to address stereotypes.
7.78 Analyze primary and secondary sources to explain what impact Mexican Independence had on (the area that would become) New Mexico.	7.78 Analyze primary and secondary sources to examine and explain the effects of Mexican Independence on the area that became New Mexico.
7.93 Identify how stereotyping influences social perspectives about members of a group.	7.93 Identify how stereotyping influences social perspectives.
8.16 Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	8.16 Accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
8.19 Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	8.19 Describe the many facets of the student's family history and culture and how they are connected to collective history and culture of other all Americans.
8.46 Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).	8.46 Analyze the significance of the 7 Years' War (French and Indian War).
8.68 Use text evidence to support a claim about how conflicts over slavery led the North and South to war.	8.68 Research how conflicts over slavery led the North and South to war and identify other issues raised that created an impact on citizens of the North or South to support a war.
8.70 Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.	8.70 Examine events of the Sectionalism and Reform Era and how they relate to current issues and events.
8.78 Discuss the impact of significant legislation and judicial precedents in formerly perpetuating systemic oppression during the Reconstruction Era.	8.78 Discuss the impact of significant legislation and judicial precedents in former slave states during the Reconstruction Era.
Grades 9 -12 Civics	
Draft Standard	Proposed Change
9-12.Civ.38 Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.	9.12.Civ.38 Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.

9-12.Civ.32 Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.	9-12.Civ.32 Analyze civic virtues and principles, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government.
9-12.Civ.40 Analyze historic inequalities and evaluate proposed solutions to correct them.	9-12.Civ.40 Analyze historic inequalities and evaluate proposed solutions to ensure representation for all citizens in the United States form of Government.
Grades 9 -12 NM History	
Draft Standard	Proposed Change
9-12.NMH.18 Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in the multiple identity groups.	9-12.NMH.18 Demonstrate knowledge of each student's family history and cultural background and describe how each student's own identity is informed, shaped, and influences the local, regional, and state community.
9-12.NMH.26 Determine the role of race and racism in the acts of land redistribution during the territorial period.	9-12.NMH.26 Determine the issues that affected some people's access pertaining to the acts of land redistribution during the territorial period.
9-12.NMH.47 Demonstrate historical causation by using	9-12.NMH.47 Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico.
9-12.NMH.48 Multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)	9-12.NMH.48 47 and 48 should be together
Grades 9 -12 US History	
Draft Standard	Proposed Change
9-12.US.50 Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullis) with Reconstruction.	9-12.US.50 Analyze the Reconstruction efforts and determine their short- and long-term effects.
9-12.US104 Analyze state-sponsored persecution and "othering" including anti-Semitism and homophobia.	9-12.US104 Analyze how the perceptions of racism, sexism, anti-Semitism, homophobia, and the "othering" of people groups have changed over time.
9-12.US.106 Analyze the impact of the Red Scare ideology on social movements and activists in the United States.	9-12.US.106 Analyze the affect of the Cold War on social movements and activist in the United states.
9-12.US.116 Examine the evolution of McCarthyism- from the Red Scare to COINTELPRO.	9-12.US.116 Examine Cold War issues including McCarthyism and the Counterintelligence Program.
9-12.US.123 Assess the short- and long-term and political impacts of conservatism in the United States on diverse groups of people.	9-12.US.123 Assess the short- and long-term social and political impacts of different eras in the United States on diverse groups of people (i.e. progressivism, separatism, World War I, Great Depression, World War II, Cold War, Postwar Boom, Civil Rights, Vietnam War, Era of Social Change, environmentalism, conservatism, globalization).

9.12.US.132 Examine the history of guns in America as Compared to other world powers and the consequences of gun violence on American society past, present, and future.	9.12.US.132 Examine and explain the specific historical development of and the current relevant context of the 2nd Amendment as well as its relation to a larger pattern of continuity and/or change in American society.
9.12.US.134 Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.	9.12.US.134 Describe and explain the patterns of continuity and/or change of diverse immigrant groups over time and explain the relative historical significance in relation to a larger pattern of continuity and/or change in the United States.
9.12.US.135 Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	9.12.US.135 Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.
9-12 Economics	
Draft Standard	Proposed Change
9-12.Econ.24 Critique inequalities that exist in economic systems.	9-12.Econ.24 Describe and explain the relationship between all economic systems including how they affect society. (Traditional economies, Command economies, Mixed economies, and Market economies).
9-12.Econ.48-175 Are missing from original draft.	???????
9-12 Ethnic Cultural, and Identity Studies	
Draft Standard	Proposed Change
9-12.ECI.ECI.13 Recognize and value my group identities without perceiving or treating others as inferior.	9-12.ECI.ECI.13 Recognize and value all cultures represented in the-community without perceiving or treating any culture as inferior.
9-12.ECI.ECI.16 Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.	9-12.ECI.ECI.16 (Remove) But if kept change to: Assess how social policies and economic forces affect social, political, and economic opportunity.
9-12.ECI.18 Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.ECI.18 Examine the affect of historical, cultural, economic, political, religious, and social factors which have impacted some underrepresented populations.
9-12.ECI.21 Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.	9-12.ECI.21 Investigate how identity groups and others attempt to improve society through individual actions, individual champions, social movement, and local community, national, and global advocacy.

[EXTERNAL] Proposed Social Studies Curriculum in Public Schools

Kim Leslie <kaleslie90@yahoo.com>

Thu 11/11/2021 5:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I oppose any teaching of Critical Race Theory in our schools. CRT's intent is to divide rather than unite. Children should be taught to respect differences among us and to celebrate the things that unite us. We are all citizens of the greatest country in the world and students should be taught to be proud of it, not to seek to destroy it. All peoples should be taught to be proud of who they are, not to make some feel guilty because of the color of their skin. People should be judged not by the color of their skin, but by their character which is the opposite of what CRT espouses.

Thank you,

Kim Leslie

[EXTERNAL] Feedback

Drucilla Rueda <drurueda@yahoo.com>

Thu 11/11/2021 5:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am against the proposed social studies and critical race theory that is being proposed for our NM children

Sent from my iPhone

[EXTERNAL] proposed social studies standards

Barbara Calef <bfcalef@gmail.com>

Thu 11/11/2021 5:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The recent local school board election was the most contentious one in my experience. One factor was the extensive misinformation about the proposed social studies standards. I wish everyone would read them! They look excellent to me; I hope our teachers will be given the support they need to fulfill the promise of those standards in the classroom.

Sincerely,
Barbara Calef
4777 Sandia Dr.
Los Alamos, NM 87544

[EXTERNAL] Parent feedback on Social Studies proposal

Linda Chavez <lindachavez567@hotmail.com>

Thu 11/11/2021 5:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

New Mexico Public Education Dept
300 Don Gaspar Ave.
Santa Fe NM 87501

Re: New Mexico Social Studies Standards

I'm a mother with two children in Albuquerque public schools, and I've reviewed the 122-pages of proposed changes to NM Social Studies Standards.

While I see some good ideas in the proposals, I also see some bad ideas that indoctrinate students for left-wing social justice goals, and train them to support communism, which has been renamed "equity" to make it more palatable to the public.

New Mexico should resist the racist trend toward indoctrinating children with race- and gender-based social justice beliefs. Specifically, I oppose the proposed high school standards for **US History, Theme 13 (Civil Rights) and Theme 15 (US in a Global Age)**, and also **Theme 21 in Ethic, Cultural, Identity Studies (Community Equity Building)**.

In October 2019, a University of Washington professor published an article in a pedagogy journal that claims children's cartoon character SpongeBob Squarepants is a "violent," "racist," colonizer. [University of Washington professor says SpongeBob is 'violent' and 'racist' colonizer](#) .| [News | khq.com](#). This kind of absurd nonsense is the inevitable outcome of your proposals regarding race and equity.

The theoretical background of the NM proposals is Critical Race Theory, a racist theory that falsely claims that racial injustice is the underlying force throughout American history and social injustice. While the term "Critical Race Theory" does not appear in the proposed standards, the CRT poison is at the heart of these proposals. [Opinion | If It's Not Critical Race Theory, It's Critical Race Theory-lite - The New York Times \(nytimes.com\)](#)

Critical pedagogy regards its mission to teach students to support social justice goals in line with the openly communist goals of Italian communist Antonio Gramsci, the successor to Karl Marx. The social studies proposals arise from critical pedagogy, which is a branch of CRT.

Please review this letter from the Chinese-American Citizens Alliance of Greater New York (CACAGNY), which opposes teaching CRT in public schools nationally. [9499c73d959b9f49be9689476a990776 \(wsimg.com\)](#). The letter is titled "CACAGNY Denounces Critical Race Theory as Hateful Fraud."

Linda Chavez
parent with two children in public schools
Albuquerque NM
505-470-3316

[EXTERNAL] Social Studies Curriculum

Verna Funk <suncountry@pvtnetworks.net>

Thu 11/11/2021 5:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I grew up in the 60's. Many in our community are multicultural families. We need to focus on uniting not dividing. I grew up in a time where division over race was there amongst the people of our state, but we have come such a far and long way. Why would we go back in history to repeat those same mistakes of division and racism, why plant those seeds in the minds of our children?

I love that my children and my grandchildren and great grandchildren did not grow up in a school system that taught them to identify other than Artesia Bulldog's. We were united as a community and it needs to stay that way.

When I read the standards I see division and a lack of true teaching of historical events. Some examples of this are:

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.

8.21. Describe ways in which stereotyping can be a barrier to acting as an ally and engaging in positive civic behavior in classrooms, schools, and the broader community.

If you say this is true why would your K .22-25 standard be teaching kindergarten students to segregate down to their main identity groups instead of simply discussing who their family is and where they've come from. We need to understand the past but we don't need to put it in an identity group box.

I don't want my friends and family to be divided into groups. I hate that. Please take these comments from the communities around New Mexico seriously, and reconsider your standards before they become inserted into our schools. There's a better way to teach culture and diversity and there's a better way to teach respecting of that than what these standards provide. Please consider the revisions from the Artesia school district.

Verna Funk

[EXTERNAL] Oppose

Gabrielle Trujillo <gnt_trujillo92@yahoo.com>

Thu 11/11/2021 5:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strongly opposed the new curriculum the State is trying to mandate. Please reconsider!

[Sent from Yahoo Mail for iPhone](#)

[EXTERNAL] REJECTION OF PROPOSED RULE 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies Curriculum

JJ West <taggewest@gmail.com>

Thu 11/11/2021 5:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (17 KB)

John Sena Public Comment.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

PLEASE SEE ATTACHED LETTER.

John Sena
Policy Division New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501
Rule.feedback@state.nm.us

RE: **REJECTION OF PROPOSED RULE** 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies Curriculum

To Whom It May Concern;

We are the parents of two students within the Farmington Municipal School District. ***We are opposed*** to the new Anchor Strands in the Social Studies curriculum, especially Strand 5: Ethnic, Cultural, & Identity Studies & Strand 6: Inquiry. We ask that teams within every district in our state be given access to every component of the curriculum the state is considering adopting, and to have a voice to our thought processes. This will ensure we as human beings, do not continue promoting an agenda that is proving how our society is organized along racial lines & hierarchies. Equality is having the same opportunities to begin with positive educational outcomes, which is what every single human deserves. Equity is ensuring that the equal opportunities are adjusted to make room for students needing extra support. These should be used in combination with one another, not just creation of an “equitable” education.

Our school districts, as well as the NM Public Education Department, have been reiterating the same sentiments of, “it is important to understand that the new draft Social Studies Standards shouldn’t be confused with critical race theory (CRT), which Farmington Municipal Schools (FMS) does not teach nor does it intend to teach.”-Dr. Eugene Schmidt, Superintendent of FMS. And we, as a community, would like to believe this is the case. However, ***we have 30+ pages of the draft supporting evidence that these new strands being proposed by the NMPED are, in fact, directly in line with CRT ideology. And, many people in N.M. are not in support of it, to include us parents.***

Asking our students (Anchor Strand #5) to assess the social policies & forces of economics to “offer privilege or systemic inequity in assessing social, political, & economic opportunity” causes further divide amongst our cultures. By critically re-examining our history, we are continuing the distrust of our original, organic documentation of facts, & replacing them with narratives to fit agendas. Thus, this ***does not promote mindfulness of true equality***, which is what the Yazzie/Martinez v. State of New Mexico was hoping to accomplish in 2018. They were striving for social equality, ***not for our students to question their race, the color of their skin they were born with, & how it is used economically, politically, & within our criminal justice system.*** This is not the cultural relevance this lawsuit was crying out for. The lawsuit did, however, shine a very bright light upon the broken system our state has had for many years within our education system. They were fighting for our kids to receive a sufficient education & the presiding Judge over the case in his ruling stated, “The court ruled that defendants [NMPED] must comply with their duty to provide an adequate education and may not conserve financial resources at the expense of our Constitution.” The court ordered our state to do just that: provide a sufficient education to ALL PUBLIC SCHOOLS for every student. The intended purpose would address the faults that currently exist within our education standards, thus providing an equal & equitable

opportunity for all of the cultures within our beautiful State of New Mexico. However, the current proposed standards have many, many flaws that need to be reviewed not just by the NMPED, but more importantly the parents & teachers (the largest stakeholders), so that we are allowed to partner with the education department to guide the re-development of the new curriculum. To meet the needs of each of our cultures.

It is a mistake to continue keeping us out of the loop, hiding the facts, & distorting our public perceptions to fit the state's agenda. We are fighting for our students to learn within the Public Education System that they are Americans, & each one of them should be shown through our education system, the opportunities they each have for advancement of their economic status. This shall be upheld by our Constitution, & based upon the principles of our families, education, & work ethics. This will create & encourage every culture to be seen as relevant & important.

We are not in favor of using terminology as a way to mask the undercurrent of our education system in N.M., which leaves your parents & educators to further distrust our public education department & the systems within. Please protect our children & educators by standing on your moral, ethical, & legal obligations to which you are sworn under oath to do. SERVE OUR CHILDREN & THEIR CULTURES AND WATCH HOW NEW MEXICANS RISE TO MEET THE CAUSE!

With Love & Light,

Jonalyn & Anthony West
Farmington, N.M. 87401

[EXTERNAL] New Mexico Social Studies Standard - Public Hearing - 11-12-21

Kelly Family <CHEPA3996@msn.com>

Thu 11/11/2021 6:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

CRT 11-11-21.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Dr. Steinhaus,

Attached, please find my written statement regarding NM social studies standard proposed by your department, public hearing via Zoom on November 12.

"For wisdom is better than rubies; and all the things that may be desired are not be compared to it." (Proverbs 8:11). There, Dr. Steinhaus, please be prudent with our children and our tax dollars.

Sincerely,
Mrs. Josie Kelly

In the 1950s, both my parents migrated from Mexico. My father farming cotton and green chili in the Rio Grande Valley, hired local Navajos to plant and harvest the crops. He housed, fed, and paid a fair wage for their labor. Years after my father passed away, the Navajos that had worked for my father still would visit my mom. They would enter our home without saying a word. My mom would fix a meal and feed our friends; upon eating, they would sit in the living room for a while, then as quietly as they came, they left. This ritual went on for years until my mom passed away in 1986. She exemplified not to judge people based on the color of their skin but their character. My family's history taught us to love God so that we may love others as God created them to be, not by the color of their skin. Thank God for my mother's wisdom. She taught us to love God, country, and humanity

Yes, being poor in New Mexico, we had odds stacked against us. However, my mother pushed education; the only one who could stop us from overcoming our obstacles was ourselves. Attending New Mexico's schools, I learned reading, writing, and arithmetic. Sadly, Critical Race Theory (CRT) goes against everything taught at home and school. I never remember that I was oppressing someone from being educated or someone was oppressing me from my education. Why do we want to teach our children about the oppressor and oppressed? One race over the other? Worse yet, be ashamed of the color of your skin? There are many inter-racial families in New Mexico; what are schools teaching the children if their parents or siblings are of a different race within their family?

According to the latest website, "Public School Rankings by State 2021." New Mexico's overall rank is 51 in quality; 49 in safety. Only 86% graduate from high school or seek higher education, and only 27% pursue a bachelor's or higher degree. At this critical point where NM ranks so low on many levels, does NM PED sincerely think the wisest path for our tax dollars is to fund CRT? What does CRT

have to do with social studies? Our rich New Mexico history that spans 109 years is rich in a melting pot of the races. New Mexicans are very proud of their rich history.

As a New Mexican, I don't have any children, but my tax dollars pay for our children's education. Therefore, I pray that NM PED will change the CRT course and get back to the 3 Rs of reading, writing, and arithmetic. Would you please leave parenting to parents?

“For wisdom is better than rubies; and all the things that may be desired are not to be compared to it.” (Proverbs 8:11) Therefore, NM PED, please be prudent with our children and our tax dollars. Would you mind not funding CRT?

[EXTERNAL] Feedback to proposed social studies changes

Shannon Barnes <shn.barnes@gmail.com>

Thu 11/11/2021 6:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (46 KB)

[EXTERNAL] Feedback to proposed social studies changes;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

From: Shannon Barnes <shn.barnes@gmail.com>
Sent: Thursday, November 11, 2021 6:21 PM
To: rule.feedback@state.nm.us
Subject: [EXTERNAL] Feedback to proposed social studies changes

Hello,

As a parent to 2 children attending New Mexico schools, I am concerned that the proposed changes to the social studies curriculum will provide children with an inaccurate view of history. We can probably all agree that many of the things that occurred in history were not good, but history has happened and can not be rewritten in school books. It should be up to the parents to have a conversation with their children about their opinions and views of history or anything else that is taught in school. The changes that are being suggested are politically charged, and school is a secular environment. Public schools should provide baseline information to all students and should not impose religious or political beliefs. The proposed standards need significant revisions or total abandonment as they are currently written. It appears as though many teachers and school staff do not support the implementation of the new standards, and that alone speaks for itself on the approval of these standards. Also, the belief that children, beginning in kindergarten, should be exposed to and asked to understand the core tenets of a theory that is taught to graduate students, when many of these same children are not understanding the core skills of the basics is illogical and developmentally unfit.

There are many many other more pressing and important topics that schools must address, especially during times of COVID, then spending staff resource and energy on this, but I greatly appreciate the opportunity to provide feedback.

In brief, here is a rundown of SOME of the problems with the proposed standards:

1. In Ethics, Cultural and Identity Studies there is a requirement that students assess how social policies and economic forces “**offer privilege or systemic inequity in accessing social, political, and economic opportunity.**” This is classic CRT theology. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continue focus on the **differences, rather than the similarities**, among various groups of people. This, too, is classic CRT as the purpose is to divide people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous example where a teacher can impose the notion of “justice and fairness,” **unequal power relations, “past and current injustices”**, although those terms are open to many interpretations. These phrases are also classic CRT as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, a requirement that students “**evaluate what an efficient, equitable, and just economic system would look like in the U.S.**” This is again classic CRT as it imposes the belief on students that our current capitalistic system must be eliminated in order to eliminate racism. 6.29.11.21(A)(1)(i)
5. Within High School U.S. History, students are required to create an action plan for a **more just and equitable America for diverse groups** of people including Native Americans and African Americans. This is another CRT theology component in that America is automatically unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
6. Within High School U.S. History, students are **required to examine the past, present, and future of gun violence in the U.S.** Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America

or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. No positives regarding gun usage by women or minority groups are put forth. 6.29.11.21(A)(1)(gg)

7. In the 5th Grade, students are required to describe how **inequity in the U.S. laid the foundation for conflict that continues today**. Another classic example of CRT as it stresses racial disparity in terms of inequality. 6.29.11.13(A)(3)(b)
8. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. How about pairing this with a discussion of Communism and the negative impact it has had in Cuba and other Latin American nations. 6.29.11.21(A)(1)(x)
9. In the 7thGrade, students must compare the patterns of exploration, **destruction and occupation** of the Americas by the Spaniards. 6.29.11.15(D)(3)(g)
10. Within High School U.S. History, students must explore the movement against **police brutality**. 6.29.11.21(A)(3)(mm)

[EXTERNAL] Social Studies comment

a Birdsong <birdsong.nm@gmail.com>

Thu 11/11/2021 6:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It Concerns,

As a voter, taxpayer, mother, grandmother, daughter of a WW2 veteran and German-born parents, I applaud all efforts to bring clarity and context in our children's education. We cannot gloss over the truth as we know it.

I understand CRT is not taught in undergrad levels but would be in agreement if it were. Since it's a political hot potato, I hope you ignore those who would restrict our children's education and provide clear context with current information as appropriate for each level.

Our youth are smart and will be able to handle the truth. German & other European educational systems can be examples of how to deal with inconvenient truths.

Sincerely

Kay Morga

11600 Haines Ave NE # 53593

Albuquerque, NM 87112

[EXTERNAL] Public Comment re: Proposed Rule 6.29.11 NMAC, Social Studies.

Charles Goodmacher, Do Good LLC <doingoodconsultant@gmail.com>

Thu 11/11/2021 6:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (30 KB)

Social Studies Standards Comment for PED FIRST draft.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

Please find below and attached my written public comment regarding **6.29.11 NMAC, Social Studies**. I have also registered to speak via zoom at the hearing and will deliver a much abbreviated version of this written comment. Thank you very much!

Respectfully submitted,
Charles Goodmacher

6.29.11 NMAC, Social Studies.

Personal written comments by Charles Goodmacher, DoingoodConsultant@gmail.com , (505) 450-3155.

Educational standards and the textbooks used to deliver them in my day as a student taught me of America's egalitarian ideals, and yet they glossed over the reality that many of my fellow American kids at the time were suffering enormous injustices along with daily microaggressions. I still believe our nation is better off when we move toward achieving our American ideals, and I proudly exercise my rights as a citizen to work toward the day when no students will ensure injustices large and small simply because they are "different" than the white majority (which is the ethnic box checked for me).

Should ours be an egalitarian society or not? That, I believe is the fundamental underlying central question in this debate about the proposed new social studies standards. This fundamental question is why they have generated a tidal wave of controversy, fueled by massive amounts of purposeful disinformation.

Among the opponents of the new standards, there are politically motivated agitators driving this disinformation campaign. Those efforts are about much more than just the standards themselves. This debate is really about whether we as a state purposefully educate our students about all sides of today's reality and how we came to be here: the good, the bad and the ugly of our society. It is about whether we do what we can to provide the tools they need to understand they can help shape society, rather than only being subject to it.

I stand with those who say we must continue on the long march toward achieving the highest ideals of the founders of these United States of America. We must adopt the proposed standards to educate our students about our work in progress toward freedom and justice for all – and which empower them with the critical thinking tools to decide for themselves as these same questions will be before them throughout their lives too.

Should our students learn about existing inequities (intentional or not) which challenge us to think critically about our own lifestyle and political choices, and how we function within society? I say yes, we should. I applaud these proposed standards and hope they will be adopted.

Many others say no, the standards should not educate our students about the failures and problems we have collectively created – we should only teach about the events, people and factors that have created the current “state of reality” regarding the economic, political, and social systems within our state. A losing school board candidate in Rio Rancho believes that teaching white kids that white people enslaved black people and even today often continue to discriminate against them in systemic ways is wrong. He says it would necessarily make “all white people”, including his own children to start “feeling guilty “for being white.”

All students should experience seeing themselves and the unique contributions made by their family and community. All students should see themselves as equally important as the students who look or speak differently in seats sharing the same classroom. The reality is the much-needed focus on ethnic, and cultural studies to help students make sense of history and to ensure that every student recognizes the important role their own communities have played in the development of our state and nation.

It is wonderful, therefore, to see **6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:**

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.**

At their most extreme, the objectors are so opposed to provisions such as this, saying “Diversity equity and inclusion is bigotry.” This is the claim of at least one recent New Mexico school board candidate. A reporter asked for clarification of that statement about academic content and approach. “You’re saying seeking diversity, equity and inclusion is a form of racism, I asked. Brenner: ‘Racism, yes.’” (<https://nmindepth.com/2021/10/30/trying-to-understand-fear-of-critical-race-theory-and-diversity-programs/>)

The lead agitators and many of their followers fundamentally cannot tolerate even the mere suggestion our current state of reality falls short and that our nation’s experiment as democratic republic is still a work in progress. Some of the disinformation is widely received because it is comforting for individuals within the groups who benefit the most from our social and governmental structures. It seems comforting for some to hear themselves saying all is fine as it is right now – the only thing wrong is the existence of nasty people who challenge that world view. If only, in their view, the “dictatorial” Governor and her Public Education Department would just let things be, we could all be just fine. Sorry, but the problems of the inequitable distribution of political, social, economic and cultural power remain, and they impact us all in unequal ways.

Opponents of the new standards view the modern United States as a nation that has been (and they hope will be) “Great.” Let’s be clear: I too think it is “great.” What I view as greatest about our nation is the diversity of cultures as well as political views and that so many of us try to live with deep respect for, and work for, equal opportunity for the “others” who are our neighbors. We are great because we’re on the road toward achieving the ideals of our founders and it is possible for us to do so. We are great

because educators in the classroom and educators in the halls of the New Mexico Public Education Department are working toward our highest ideals with these new social studies standards.

It is logical that followers of the “Make America Great Again” phrase would not want the proposed standards to provide an education and tools for students to think critically about the overwhelming evidence all around us every day and in the historical record.

The standards encourage students to learn how collective action and highly motivated people and communities within our state can move us toward a more egalitarian society. Students are encouraged by the standards to consider that to be a citizen in a complex, multicultural society requires broad understanding of how they personally fit in, and what they might do themselves in response to situations they find themselves in.

“We live in a society where distribution of opportunities, education, and resources is skewed. Those with more to begin with will typically continue to benefit and stay ahead, “ wrote Maia Cortissoz for The New Mexican Nov 7. If we want an egalitarian, the distribution of opportunities, education and resources should be focused on bringing everyone to the same level. Restructuring entrenched systems; difficult, and outside-the-box thinking; is going to be needed if we are ever going to achieve the level of egalitarianism we have long claimed.

I agree with Ms. Cortissoz, and so I applaud the ways in which the new proposed standards emphasize the development of inquiry skills, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates. For example:

6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:

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(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]

All New Mexico students deserve to know that although we come from different backgrounds, we can and must work together to ensure our state and nation live up to our democratic ideals. This process and these standards both move our state and nation close to our democratic ideals.



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6.29.11 NMAC, Social Studies.

Personal written comments by Charles Goodmacher, DoinGoodConsultant@gmail.com , (505) 450-3155.

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I stand with those who say we must continue on the long march toward achieving the highest ideals of the founders of these United States of America. We must adopt the proposed standards to educate our students about our work in progress toward freedom and justice for all – and which empower them with the critical thinking tools to decide for themselves as these same questions will be before them throughout their lives too.

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At their most extreme, the objectors are so opposed to provisions such as this, saying “Diversity equity and inclusion is bigotry.” This is the claim of at least one recent New Mexico school board candidate. A reporter asked for clarification of that statement about academic content and approach. “You’re saying seeking diversity, equity and inclusion is a form of racism, I asked. Brenner: ‘Racism, yes.’” (<https://nminddepth.com/2021/10/30/trying-to-understand-fear-of-critical-race-theory-and-diversity-programs/>)

The lead agitators and many of their followers fundamentally cannot tolerate even the mere suggestion our current state of reality falls short and that our nation’s experiment as democratic republic is still a work in progress. Some of the disinformation is widely received because it is comforting for individuals within the groups who benefit the most from our social and governmental structures. It seems comforting for some to hear themselves saying all is fine as it is right now – the only thing wrong is the existence of nasty people who challenge that world view. If only, in their view, the “dictatorial” Governor and her Public Education Department would just let things be, we could all be just fine. Sorry, but the problems of the inequitable distribution of political, social, economic and cultural power remain, and they impact us all in unequal ways.

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It is logical that followers of the “Make America Great Again” phrase would not want the proposed standards to provide an education and tools for students to think critically about the overwhelming evidence all around us every day and in the historical record.

The standards encourage students to learn how collective action and highly motivated people and communities within our state can move us toward a more egalitarian society. Students are encouraged by the standards to consider that to be a citizen in a complex, multicultural society requires broad understanding of how they personally fit in, and what they might do themselves in response to situations they find themselves in.

“We live in a society where distribution of opportunities, education, and resources is skewed. Those with more to begin with will typically continue to benefit and stay ahead, “ wrote Maia Cortissoz for The New Mexican Nov 7. If we want an egalitarian, the distribution of opportunities, education and resources should be focused on bringing everyone to the same level. Restructuring entrenched systems; difficult, and outside-the-box thinking; is going to be needed if we are ever going to achieve the level of egalitarianism we have long claimed.

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All New Mexico students deserve to know that although we come from different backgrounds, we can and must work together to ensure our state and nation live up to our democratic ideals. This process and these standards both move our state and nation close to our democratic ideals.

[EXTERNAL] Social Studies revision NMPED

Andra Stradling <andrastradling@gmail.com>

Thu 11/11/2021 6:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Rule 6.26.11

Educating children a serious matter.
Your social studies revision is only opinions.
There are no textbook references.
Start with the suggestion that the Constitution be rewritten....
And calling our "Democratic Republic" a Democracy.

I feel a definition Critical Race Theory is imperative in any discussion about CRT and its varied forms in public school.

CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.

The establishment of some grand new curriculum that reflects the 109 year history of New Mexicans is a complete travesty in thinking. Making it seem culturally relevant makes it a complete distortion of reality because of attempting to confine it to some simple minded time frame as if nothing existed before, culturally. Before ever embarking on formalizing anything I suggest looking at Mexican history and the impact the Spanish had when they conquered what was at one time New Mexico by reviewing Carl Lawrence's "The Cross and the Sword". Without the relevance of that history the only culture relevance you would have is to the Native American history of our state which way predates it becoming a state.

I understand the desire to come up with some seemingly, socially just curriculum. The negativity in this curriculum cannot tell the whole story of the greatest of nations.
Read the revision. Where are the positives?

Andra Stradling
Flora Vista, NM 87415

Sent from my iPhone

[EXTERNAL] New Social Studies Curriculum

Monica Brown <mwalsh.brown@gmail.com>

Thu 11/11/2021 6:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

There is no place in any curriculum in the United States of America to divide us by race. We must examine objectively all aspects of US history and present both the good and the bad. The focus should NEVER be solely on race.

Sent from my iPad

[EXTERNAL] No CRT

Brooke McGarry <cbmcgarry@me.com>

Thu 11/11/2021 6:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I am a mother of 2 kids in the abq school system. I will take them out of public school if crt is agreed to be taught. It is racist and dividing us.

[EXTERNAL] Support for Proposed Social Studies Standards

Barbara Petersen <petersen_b@aps.edu>

Thu 11/11/2021 6:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Barbara Petersen <petersen_b@aps.edu>

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I stand in strong support of the proposed social studies standards. It is essential for all students to have access to our history in their education, both the honorable and the troubling. In all areas of school curriculum, and especially in social studies, our students deserve to understand our past in order to engage in the present and to have the tools to analyze and question. An inquiry approach to learning will strengthen our students and consequently, our community.

Dr. Heather Bassett, the APS Policy Analyst and Government Affairs Liaison, has submitted a letter that includes some concerns for implementation and some insights from practicing educators in APS.

Hopefully, there can be dynamic engagement with educators which will make the adoption and use of the new standards most impactful.

As a board member, I hear the pain of students whose culture and history have traditionally been omitted from the history books, students who are subjected to racism and bias, from peers who have never learned of the essential role of various groups in our history, and from adults who even unconsciously reflect the pervasive impacts of racism.

It is time for us all to be knowledgeable of our past in order to build a better future. The proposed social studies standards are an important step.

Sincerely,

Barbara Petersen

Barbara Petersen
APS Board of Education, District 4
505-288-6404
petersen_b@aps.edu

I WEAR MY MASK IN PUBLIC FOR THREE REASONS:

1. **HUMILITY:** I don't know if I have COVID as it is clear that people can spread the disease before they have symptoms.
2. **KINDNESS:** I don't know if the person I am near has a child battling cancer, or cares for their elderly mom. While I might be fine, they might not.
3. **COMMUNITY:** I want my community to thrive, businesses to stay open, employees to stay healthy. Keeping a lid on COVID helps us all!

[EXTERNAL] Feedback on Social Studies Standards

MITZI ESTES <mitzi.estes@clovis-schools.org>

Thu 11/11/2021 6:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 5 attachments (1 MB)

Social Studies Rulemaking Comments - R. Russ.pdf; SS Comments L. Morris.pdf; SS Standards L Adkins.pdf; Social Studies Feedback M Estes.pdf; Working Group Feedback.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening!

Please find attached feedback from a working group of teachers in our district, as well as feedback from various individuals. We appreciate the opportunity to provide feedback and sincerely appreciate you taking time to read and process the work that has occurred in reviewing the standards.

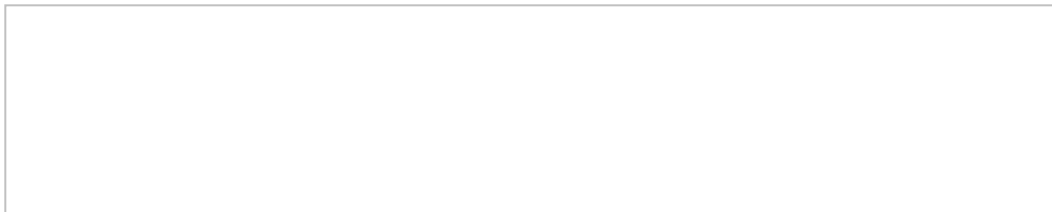
Thank you!

Mitzi Estes

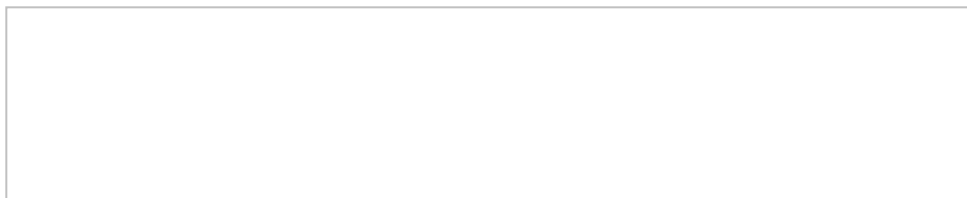
Deputy Superintendent of Academic Services and Leadership

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Renee Russ, Superintendent
Joe Strickland, Deputy Superintendent of Employee Services
Mitzi Estes, Deputy Superintendent of Academic Services & Leadership
Shawna Russell, Deputy Superintendent of Finance

Mr. John Sena,

Please find below my personal comments pertaining to the proposed Social Studies draft revision currently under consideration through the formal rulemaking process. In addition to the list of statements tied to specific standards, I would also like to express my deep concerns about the process and timeline used to develop the standards and the lack of opportunity for educators and families to engage in authentic, two-way dialogue with NMPED leaders that led to modifications in real time prior to the draft standards being moved so swiftly into the rulemaking process. The massive quantity of feedback that has been submitted through the rule notification portal should be ample evidence in and of itself that more conversations must be had so that common ground and consensus can be reached on this very important work.

Respectfully,

Renee Russ

Renee Russ
Superintendent
Clovis Municipal Schools

Page: 1

OVERARCHING CONCERNS:

1. Definition of "identity". (Not ALL aspects of identity should be explored, introduced, etc. in the public school setting. Acceptance, appreciation, non-judgmental attitude towards others...are appropriate in the school setting.)

The addition of the "Inquiry Anchor Standards" is positive.

Page: 9

Concern: The Guiding Principles are very influenced from the national level, including states that are very different and very distant from NM. Although an understanding of national context is important for developing global citizenship and understanding, there was not enough genuine involvement from a well-rounded group of New Mexicans representing DIVERSE stakeholders.

Concern: With regard to the guiding principles, especially #1 and #2: Many families have multiple cultural and racial connections within the family. Some families fear the manner in which some information is presented (esp. white supremacy, power, oppression, inequity, racial justice, etc.) will be disruptive, damaging, and confusing to children who belong to such families and will be potentially destructive to entire family units - to include both immediate and extended family.

Page: 16

What is the definition of "identity groups" as represented throughout the standards revision? This needs to be clarified.

Page: 21

1.23 What local flexibility is granted in teaching this standard?

Page: 26

2.27, 2.28, 2.29 These are well-written and valuable.

Page: 31

3.28. What is the definition of "cultural identity" as represented in the standards revision?

Page: 36

4.24. Is this as simple as considering point of view and personal experience? If so, please restate to add clarification.

Page: 39

5.12

1. To what specific occurrence is "inequity" referring to in this standard? Or is it referencing any interpretation of what might be considered an inequity?
2. "Laid the foundation" is a subjective/leading statement that inserts a belief or opinion into the standards. As presented, this standard is presented as a generalized FACT and doesn't invite opportunity for the student to examine information and draw their own conclusions about potential cause and effect.
3. Perhaps the standard could be improved with wording such as: "Examine relationships between groups of people throughout the history of the U.S. in order to identify potential root causes for or make connections to conflict existing among groups of people in the United States today."

Page: 42

5.30 What is the definition of "main identity group" and can local decision-making be used here to determine the scope of "main identity group" and "identity groups"?

Page: 57

7.60. Please give more detail - what does this mean: "diversity includes the impact of unequal power relations"? Perhaps it could be worded in a more straightforward manner?

7.61. The use of the word "injustices" immediately incites defensiveness. The intent of the standard seems to be to encourage the ideal of moving forward with improved relations between all people, but the use of "injustices" gives the opposite tone to the standard. Perhaps: "Brainstorm ways in which New Mexicans might shape the future of the state by drawing from the strengths of all groups and by learning from past events that resulted in negative impacts to one or more groups." If the intention is to build community and advance understanding of and appreciation for ALL New Mexicans, a more positive presentation of this standard would be very beneficial.

Page: 59

7.69. It is clear why this standard is found under Theme 5; however, if we are celebrating the contributions of all groups within New Mexico, shouldn't this standard be replicated in other sections of the standards to reflect widespread appreciation for contributions from all groups?

Page: 82

The scope of content of the HS Economics standards will be valuable for all students.

Page: 113

9-12.US.87. The topic of "sexuality norms" does not belong in a required U.S. History curriculum.

Page: 118

9-12.US.132. This standard feels politically driven, is politically charged and divisive. It does not feel appropriate for HS US History required content. A better topic might be: differing views on gun ownership among Americans and connections to the United States Constitution. Even still, it feels like a stretch to place it in a required history curriculum.

9-12-US.136. "Sexual orientation" content does not belong in required HS US History content. Rather, ethnic and identity studies could be an elective that parents grant permission for their children to take.

Page: 119

9-12.US.141 This has the feel of political propaganda as written. Perhaps it could read: "Research and debate the effectiveness of the response of the United States government to natural disasters and health crises."

Page: 128

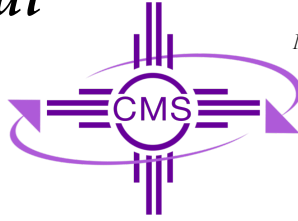
This set of standards should NOT be required. These standards would be best suited for elective courses in which parents give informed consent for their children to take the elective.

Page: 129

9-12.ECI.14 See previous notes regarding clarity about the scope and specific definition of "Identity Group".

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To: the NMPED
From: Leigh Morris

I have been educator in New Mexico for over 25 years. I have a background in teaching English and History, as well as, understanding curriculum and assessment. While I understand and support the need for change, I also know that timing plays an integral role to how things are perceived and accepted and I find it disheartening that the NMPED is pushing so hard for the new social studies standards to pass and claiming this has all been done on a “transparent” level.

I believe “transparent” has been an overstatement by the NMPED and thus the NMPED needs to look at what the true meaning of transparency is. When you are transparent you invite trust by revealing that you have nothing to hide, in order to establish that one is honest and credible in their work. There is clear communication; honesty; regular feedback and the admission of being wrong. When looking at transparency in these terms I do not believe this to be the case with the NMPED. If the NMPED has nothing to hide then slowing down this process of establishing new social studies standards would be taken into consideration. Furthermore, I have spoken with several teachers who participated in the standards writing process and not all was “transparent” to them. They will tell you or anyone who asks that they wrote the standards as instructed and then at the last minute they were given the “inquiry” and “identity” standards and told to make them fit. How is that transparent, and why hasn’t this been reflected in any of the public events NMPED has participated in?

I also ask that you have an “expert in grammar/English” read through the final standards as some of these are not worded well and thus reflects on New Mexico.

Please accept my feedback on the proposed social studies standards. I started with the high school standards and worked backwards.

Current Draft Standard	Proposed changes, questions, & comments
<p>The following standards all say the same thing:</p> <p>9-12.Civ.9. 9-12.Econ.9. 9-12.Geo.9 9-13.NMH.9 9-12.US.9 9-12.ECI.9</p> <p>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p>	<p>The standards listed should all be changed to say the same as 9-12.WH.6</p> <p>Present arguments and explanations that reach a range of audiences using print and oral technologies (e.g. posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g. internet, social media, digital documentaries)</p>

<p>The following standards all say the same thing:</p> <p>9-12.Civ.12. 9-12.Econ.12. 9-12.Geo.12 9-13.NMH.12 9-12.US.12 9-12.ECI.12</p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools and out of schools contexts.</p>	<p>The standards listed should all be changed to say the same as 9-12.WH.9</p> <p>Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out of schools civic contexts.</p>
<p>The following standards all say the same thing:</p> <p>9-12.Civ.2. 9-12.Econ.2. 9-12.Geo.2 9-13.NMH.2 9-12.US.2 9-12.ECI.2</p> <p>Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>I'm not ever sure what this should change to. As an English teacher this is confusing and as a history teacher I'm not sure what you are wanting me to do.</p> <p>Supporting questions to what? What am I inquiring about? I'm engaging in source work for what?</p> <p>This whole standard needs to be clarified it just doesn't make sense and I don't know what the intent of the standard is to start with?</p>
<p>The following standards all say the same thing:</p> <p>9-12.Civ.11 9-12.Econ.11 9-12.Geo.11 9-13.NMH.11 9-12.US.11 9-12.ECI.11</p> <p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p>The standards listed should all be changed to say the same as 9-12.WH.7</p> <p>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.</p>
<p>The following standards all say the same thing:</p> <p>9-12.Civ.6 9-12.Econ.6 9-12.Geo.6 9-13.NMH.6 9-12.US.6 9-12.ECI.6</p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge</p>	<p>The standards listed should all be changed to say the same as 9-12.WH.4</p> <p>Develop claims and analyze counterclaims about the significance of historical events using evidence that draws directly from multiple sources.</p>

conveyed through the claim while pointing out the strengths and limitation of both.	
<p>The following standards all say the same thing: 9-12.Civ.5 9-12.Econ.5 9-12.Geo.5 9-13.NMH.5 9-12.US.5 9-12.ECI.5</p> <p>Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>The standards listed should all be changed to say the same as 9-12.WH.5</p> <p>Analyze evidence to detect inconsistencies within the evidence in order to revise or strengthen claims</p>
<p>9-12 Econ.67</p> <p>At times, citizens, government employees and elected officials do not always directly bear the costs of their political decisions. This often leads to policies who costs outweigh their benefits for society.</p>	<p>This is a statement not a standard.</p>
<p>9-12 Geo. 27</p> <p>Make reasoned ethical judgements about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond.</p>	
<p>9-12.NMH.18.</p> <p>Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.</p>	<p>I believe this standard doesn't make sense. It is also insensitive to students who are adopted, in foster care etc.</p> <p>Demonstrate knowledge of one's history and describe how each one's own identity is informed and shaped.</p>
<p>9-12.NMH.26.</p> <p>Determine the role of race and racism in the acts of land redistribution during the territorial period.</p>	<p>Determine the issues that affected access to land redistribution during the territorial period.</p>
<p>9-12.NMH.47.</p> <p>Demonstrate historical causation by using</p>	<p>Incomplete standard should go with 9-12.NMH.48.</p> <p>Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico</p>
<p>9-12.NMH.48.</p> <p>multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico</p>	<p>Incomplete standard should go with 9-12.NMH.47.</p> <p>Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico</p>

9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.	Examine diverse stories of oppression including colonialism and slavery.
9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.	Analyze the Reconstruction efforts and determine its short- and long-term effects.
9-12.US.53. Identify the ways in which gender and sexuality was changing and unchanged during the 19th century.	Identify the ways in which gender roles have changed.
9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.	Evaluate the following concerning the economic system of the United States: efficiency, equity, and equality.
9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.	How does this pertain to US history in particular? Needs to be removed.
9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.	Identify the ways in which gender roles have changed.
9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.	Analyze the similarities and differences that different countries have struggled with racial inequities and make connections to the US.
9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia	Assess how the perceptions of and “othering” of groups of people have changed over time.
9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.	Compare and contrast the Cold War with the other social movements in the United States.
9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.	Examine the obstacles of racial integration in communities and schools, attempts to end segregation, and the impact of the Supreme Court decisions on civil rights.
9-12.US.129. Explore the movement against police brutality.	Still on going more of a current event
9-12.US.132. Examine the history of guns in America as compared to other world powers and the	Examine the history of weapons in America as compared to other world powers.

consequences of gun violence on American society past, present, and future.	
9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.
9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.	Evaluate the effects of the representation of diverse people in the US government including race, gender, disability and their impacts on legislation.
9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.	Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects on society.
9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.	Compare and contrast various groups of people and their origins in World History.
9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in underrepresentation (or no representation) among people groups.
6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	Describe how family history and culture connects people.
6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.	Combine with 15-
7.11. Examine the relationship between stereotypes, bias, and group identity	For what purpose? Not a history standard.
7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	What?

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.	How is a student supposed to demonstrate this? Needs to be removed.
7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.	Not a standard but an activity.
8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	Discuss historical people, places, and events of the time in order to examine history from the perspective of the participants.
8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.	This could take up a 9 weeks on its own. Way to much going on. Remove
8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	Another standard not taking into account students who do not come from families or even know their cultures. Does not seem equitable to all students.
8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.	Remove
8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.	Discuss ways an Indigenous person or group of Indigenous people have preserved their history.
8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.	Use a map and discuss how economic specialization developed in the 13 colonies based on natural resource availability.

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Kyle Snider, Member

TO: PED Public Hearing of SS Standards

Horace Mann developed 6 guiding principles in education:

1. Citizens cannot maintain both ignorance and freedom,
2. Education should be paid for, controlled, and maintained by the public,
3. Education should be provided in schools that embrace children from varying backgrounds,
4. Education must be nonsectarian
5. Education must be taught using tenets of a free society
6. Education must be provided by well-trained, professional teachers

The application of these principles does not only make the US public education unique but is held to higher standards of responsibility to maintain credibility. It is by trust and respect that parents place the education of their children in the educator's hands.

As an educator of over 30 years, I have never been more worried about public education. The public trust in our system has eroded. The timing and language in some of the proposed Social Studies Standards only adds to this stressful and volatile time in our country. The trust in public education needs to be regained by building on the guiding principles. Education must be free of religious and political ideology so that we can give each child the support and instruction they need to obtain their K-12 education.

First, I would like to ask PED to **allow more time to work with the draft** of the standards. Some of the Standards are vague, worded incorrectly, and incomplete. This is a draft of social studies standards and is not ready to be considered for a ruling.

Second, we need to remove standards that appear secular (biased by political or religion origins). Schools have improved and developed cultural, linguistic practices that improve public education. When we overstep parental authority and promote instead of support students, we have become biased and diminish trust in our school systems. When including social justice standards focus on the change in behavior, not the assumptions of bias. The focus of some standards on specific groups of people can lead people to automatically assume political bias.

Examples:

5-12 - Describe how inequity in the United States laid the foundation for conflict that continues today. - Possible restructure - Describe how diversity in values, beliefs, and points of view have shaped and formed historical events.

6.16 - Identify their family and personal cultural identity, ~~determine how they want to present themselves to the world~~, and brainstorm how to address negative perceptions.

6.22 - Explain how the treatment of people (past and present) shaped identities and culture. Possible restructure: Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

7.28 - Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. Possible restructure: Evaluate how biased words and behaviors and unjust practices, laws, and institutions limit the rights and freedoms of people based on their identity groups.

7.6 Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. Possible restructure: Compare and Contrast some of the people, groups, and events in social justice history, their beliefs, and ideas that influenced them.

7.82 - Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups. Possible restructure: Develop an action plan that consists of friends, family, and community members to make our world fairer for everyone.

8.20 - Identify facets of personal identity, ~~determine how they want to present themselves to the world as a person belonging to an identity group~~, and brainstorm how to address negative perceptions.

9-12 U.S. 129. - Explore the movement against police brutality. Possible Restructure: Explore the role of law enforcement in a free society and compare and contrast how that role has changed over time including historical events that have changed the role of law enforcement.

9-12 US 130 - Examine experiences and activism of the LBGTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes. Possible restructure: Examine social movements and activism in US history. (This will open it up to explore several great historical movements that have impacted the US)

9-12 US. 132. - Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future. Possible restructure: Examine the history of guns in America; the Boston Tea Party, 2nd Amendment, gun laws of past and present, trends of Gun violence and impact of future laws in the US.

9-12 US 134. (Again, because you begin the standard with Anti-immigrant sentiment the standard seems politically driven because of current issues). Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present. Possible restructure: Analyze the role of immigration in U.S. History and its impact on U.S. Labor force, economy, population, taxes, housing, etc.

9-12 US 135 - Create an action plan for a more just and equitable America for diverse groups of people ~~including Native Americans and African Americans.~~ (Your focus on certain groups of people makes this standard bias and one of inequity)

9-12 US 141. *Compare and Contrast the response and plan of the US government during the COVID pandemic with the AIDS epidemic and the 1918 influenza.* (COVID 19 pandemic is still in progress so you can't compare the response, we are still responding every day) Possible Restructure: Compare and contrast historical disasters that had a major impact on US History.

Third, some standards need to not just focus on a particular sub-group.

8.84 - *Use an artistic medium or multimedia project to describe the contemporary and current significance of ~~June~~teenth.* Possible additions: include ceremonies and celebrations from all cultures, tribes, etc. in the US and New Mexico.

9-12 US 104 - *Analyze state-sponsored persecution and "othering" including anti-Semitism and homophobia?* Possible additions: anti-Semitism, people with disabilities, "inferior natives", homosexuals. (Broaden the standard to include a greater study of the prosecutions)

Fourth, the Ethnic, Cultural, and Identity Studies section leans toward the current political drama that is impacting our country. The words: systemic inequity, unequal power need to be eliminated from the wording of the standards. Including wording like "self-identified", "determine how they want to present themselves" seems to encourage instead of support students. Education needs to support each individual from whatever background or identity for the purpose of obtaining their education.

One example - *ECI 16 - Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.* Possible restructure: Assess how social policies and economic forces impact the diversity of cultures, races, and genders in various industries.

The enormous number of standards being added to the Social Studies curriculum will be very difficult to accomplish as well as to evaluate for a public hearing. I appreciate the opportunity to participate and again would like to recommend that additional time be granted to PED, parents, citizens of NM, and educators before these standards become law.

Laura Adkins
Executive Director of Language, Culture,
& At-Risk Services
Clovis Municipal Schools

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To whom it may concern:

Thank you for allowing the public to provide commentary regarding the revised Social Studies Standards that have been published in draft form. Prior to getting into specific recommended revisions, please consider the following:

1. Clovis had four teachers participate in the revision process. While they were eager to have a voice in the changes, there was some disappointment in the process. The teacher that participated in the lower grade revisions, was the most content with the outcome of the draft that was posted. The other three were very concerned, especially at the middle school level. Much of the work that occurred after the standards were written, was not published. All four teachers indicated that this particular work would have helped alleviate the unknown since the standards are written at a very broad level. According to these educators, they spent significant time identifying essential questions, possible resources, and overall narrowing the broad standard to what specifically students needed to know and be able to do. Yet, the time, energy and effort dedicated to this clarification, appears to have not be worthy since it was not also released. As well, the timeline published by the PED, in December 2021 there will be an "Open call for K-12 educators to participate in the development of the NM Instructional Scope (NMIS) for Social Studies. Based on the Instructional Scope that has been created for the other content areas, it appears that a great deal of this work has been started via the standards revision committee last Spring. Our teachers that were involved, are disappointed and frustrated that their work in clarifying specifics of the standards was not also released, even in draft form. They adamantly agree that this would have helped provide clarity to the public.
2. Additionally, the teachers were concerned about not being involved in the development of the Ethnic, Cultural and Identity Studies strand, as well as the Inquiry strand, for the grade level they participated in. They did, however, create clarifying information and essential questions related to the standards in the Ethnic, Cultural and Identity Studies strand. There was no input from the grade level teams on the Inquiry standards, as reported by our Elementary Teacher participants.
3. Transparency – I was a bit frustrated with the focus group presentations in the Spring. They were very quickly advertised and put together. I received an invitation to join a Focus Group for Curriculum and Instruction Directors on May 25 for a June 2 presentation. I, as well as two of my colleagues attended this presentation. The Superintendent and School Board Focus Group presentation was scheduled during the Law Conference on June 4. I also attended this

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presentation. I was a bit concerned that authentic transparency was not occurring when topics shared in the June 2 presentation met with concern from the audience and then were removed from the Superintendent and School Board Focus Group presentation two days later.

4. The Instructional Materials Bureau has done a tremendous job in recent years of ensuring high quality instructional materials, resources and professional development is available for teachers to maximize their teaching in an effort to maximize student learning. I am curious as to the rush into the new standards with no materials available aligned to this paradigm shift, as well as little time for districts to write a curriculum and provide professional development for teachers prior to the implementation of the standards in SY23. The Implementation Calendar published by the PED identifies Professional Development to begin in Spring 2022. Our current K-2 teachers are involved in very intense LTRS training; therefore, I am concerned about their ability to actively participate in Social Studies Professional Development at the same time. While the Implementation Calendar identifies Initial implementation in School Year 2023-24, it also identifies Dec. 2021-Jan 2022 as the time frame for completed re-developed standards to be adopted, posted in the NM Register and disseminated. There is confusion as to what standards will be taught in SY 2022-2023.
5. The high school (grades 9-12) standards have been divided by strand, but how will the standards be set up for classes? It has not been clear if all standards must be taught in required classes, or if some can be assigned to elective courses.

Standards: Suggested Questions/Revisions

How does the PED intend to define common vocabular throughout the standards to ensure equity in learning the standards?

The student is able to:

K.1 Recognize a **compelling** question. (Example of needing a common definition - How does the PED define **compelling**? Does it mean persuasive, forceful, compulsive or captivating?)

K.18 Create maps of familiar areas, such as classroom, school and community. – Would this not be an assignment, rather than a standard? Wouldn't it be more important that the student could read a map rather than create one, as a Kindergarten student?

K.22 Communicate a positive view of themselves and identify some of their group identities. To what end will students be taught “group” identities? In order to communicate about it, the group must be defined. Could it not simply be “Communicate a positive view of themselves.”

K.23 Describe ways they are similar and different from people who share their identities, and people who do not. Perhaps the standard could read “Describe ways they are similar and different from others.”

K.25 Describe their family history, culture, and past to current contribution of people in their main identity groups. Revise to “Describe their family history, culture and past to current contributions of others.”

1.1 Again, identify the definition of “compelling.”

- 1.2** Do social studies disciplines refer to the strands? This needs to be well defined.
- 1.24** Explain how student and individual identities are part of what makes each person unique and special. Reword: Identify how each person is unique and special.
- 2.23** Describe ways we are similar and different ~~from people who share identities, and people who do not.~~
- 3.6 and 3.7** I think these standards are great and that we can start teaching these practices in 3rd grade. These standards have been critical to the adult way of life the past few years, especially and even in this process.
- 4.20** Using a variety of maps, investigate and compare how New Mexico’s political boundaries have changed over time. Is this standard appropriate and/or necessary in the Geography strand? As politically charged as our nation is at this moment, this poses a concern for me that teachers will be teaching about the political landscape of NM in fourth grade. I do not believe this is appropriate at this grade level. Again, not knowing the intent of this broad standard leaves me questioning the motive and intent behind this standard.
- 5.12** Describe how inequity in the United States laid the foundation for conflict that continues today. Whose interpretation of inequity is to be used in this standard? Is this open to teacher interpretation? I do not believe this is appropriate for fifth grade as it is written.
- 5.30** Demonstrate knowledge of family history, culture, and past contributions ~~of people in main identity groups.~~ What is the definition of “main identity groups”? Who has defined these groups?
- 5.31** Explain how groups of people are treated today and in the past is a part of what makes them who they are. This is written in an ambiguous manner and is not clear on the goal. Reword: Explain how people’s current and past experiences help determine who they are today.
- 6.7** Identify inherent bias in maps. Unclear as to the main purpose of this standard. To what extent is the bias to be explored and what specific context?
- 6.15** Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people ~~in their self-identified affinity groups.~~ Many middle school students are trying to find themselves; therefore, there “self-identified affinity groups” change frequently, sometimes day to day. I am not confident that this is appropriate for this age group.
- 6.22** Explain how the treatment of people (past and present) shaped group identities and cultures. This is very broad; therefore, there needs to be more clarity regarding the “group identities” and then who is going to determine which group identities are included or not?
- 7.11** Examine the relationship between stereotypes, bias, and group identity. This seems to be more appropriate for more mature students. More detail surrounding the intent of this in 7th grade would be more helpful.
- 7.21** Interesting use of “province” which will require vocabulary development regarding the meaning and intent.

7.28 Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. Reword: Evaluate the challenges and solutions people have had to overcome in relation to societal institutions, such as education, healthcare, government, and industry.

7.47 Create a model of Mogollon and/or Pueblo art/architecture. This seems to be an assignment to demonstrate understanding of unique characteristics of Mogollon and/or Pueblo art/architecture.

7.49 Describe the relationship between their cultural heritage (s) and their personal identity/identities. I am not understanding the connection between this standard and the theme of The Emergence of Pueblos and Tribes. I do not believe this standard is appropriate as it is written.

7.60 and 7.61 These two standards are vague and not clear regarding the context and specificity that would be needed to determine the outcome. I am curious as to the "look for" when determining mastery in 7.60 regarding "demonstrate". I also believe 7.61 is an activity or assignment rather than a standard.

7.72 Discuss how individuals want to be perceived when their culture is on display, and conclude how to address stereotypes. Reword: Discuss how individuals want to be perceived when their culture is on display and the identify challenges regarding potential perceptions of others. While this is an idea of rewording, I believe this is based on opinion.

7.74 Not clear on the context for "identifying and summarizing the relationship between specialization and interdependence."

7.78 I am not clear on what the student is "analyzing"; perhaps primary and secondary sources?

7.82 Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups. Is this intended to be in relation to Theme 6? Or specifically, what context is this intended to be taught?

7.94 This standard is written as an assignment that would be okay in a sociology or psychology context for older students.

7.103 I am unclear on the context of "groups" in this standard. Is it referring to social or cultural groups (e.g. religious, gangs, school, community, political, racial) or both? Who decides?

7th Grade Teachers will not be able to teach all 103 standards well, even when integrated in the 8 themes.

8.3 In what context are students to "identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts and oral traditions." More important than identifying, locating and gathering reliable and relevant sources, what will the student do with the sources? How will or how can these sources be valuable to students, consumers and society, as a whole?

8.7 Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers. In what context is this standard intended? As written, it is very broad, perhaps identifying the 1400-1900 timeframe would narrow the focus.

- 8.12** Too broad as written. The context of the “diverse groups” may need to be narrowed to the timeframe being addressed at the 8th grade level, in order to bring meaning to this standard at this grade level.
- 8.18** This standard is written as a very involved assignment.
- 8.19** Describe the many facets of their ~~identity (including family history and culture)~~ and how they are connected to the collective history and culture of other people in their ~~self-identified affinity groups~~ city, New Mexico and/or United States.
- 8.20** Identify facets of personal identity, determine how they want to present themselves to the world ~~as a person belonging to an identity group~~, and brainstorm how to address negative perceptions. I continue to be concerned that we are having such a focus on students identifying with a group. Where is the focus on standing firm, as an individual regarding his/her beliefs, values, culture, etc.?
- 8.29** Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/histories. This is an assignment. More important is how students can identify various methods an Indigenous person or group of Indigenous people used to record and preserve their history/histories.
- 8.32** Identify key explorers, places and ideas from major European nations of the 15th century, and be able to describe their accomplishments. This is very broad. Specific key explorers, places and ideas need to be identified if we want all 8th graders to know specific historical information.
- 8.46** More specificity is necessary if we are wanting all students to understand the context of the significance of the 7 Years’ War.
- 8.58** Analyze a variety of art media to create an argument about the development of American national identity. The intent of this standard is not clear and could be considered an assignment. Whose definition is referenced regarding the “American national identity”?
- 8.66** Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community’s culture. This too seems to be an assignment. Potentially reword: Research and develop a claim regarding potential impacts that gender (dis)proportionality had on immigrant/emigrant community’s culture.

High School

Is the intent of the PED for each set of standards to be a required class? If not, how do we ensure equity around the state for students to learn the standards designated as required?

I would advocate that most, if not all of the Inquiry Standards and Ethnic, Cultural, and Identity Studies Standards are appropriate for an elective Sociology class.

There are so many 9-12 standards that it will be interesting how they are expected to be divided. If districts are truly responsible for writing the curriculum for these standards, how do we ensure equity across the state.

HS Economics – 175 standards are incredibly overwhelming for teachers and students; while there are some good standards listed, the most valuable and important are the

standards that require students to learn content they will apply very quickly after high school if they are not, already. (e.g. budgets, taxes, income/benefits, savings, interest, inflation, loans, investments, insurances, identity theft); 9-12 Econ.71-118)

NM History

9-12.NMH.47 and 48 may need to be combined; otherwise, neither of them are complete statements.

US History – 136 standards

There appears to be many standards located in the 9-12 standards that would be most appropriate for the 8th grade section of US History. OR, is the intent to reteach much of what was already taught?

9-12.US.53 Identify the ways in which gender and sexuality were changing and unchanged during the 19th century. Another standard that might work well in an elective Sociology class.

9-12.US.87 Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s. Appropriate for Sociology class, but not a US History class. Wouldn't the "othering" standards best be explored in a Sociology class due to the nature of the social research involved with these topics?

In closing, throughout the document, specifically beginning in Middle School, there is not clarity regarding how some of the Ethnic, Cultural, and Identity Studies standards are connected to the theme they are listed under. I believe this will create concern for teachers in stretching to make a connection or require teachers to teach standards in isolation. I continue to be concerned that as written, so many standards focus on students identifying with a group. Where is the focus on standing firm as an individual regarding his/her beliefs, values, culture, etc.? I realize we are social beings, but I am concerned that we are embedding a co-dependency on group identity.

Beginning in the 7th grade, the number of standards per grade level is unrealistic for teachers to teach and students to learn for mastery during one school year. Many of the standards are written as an assignment or an activity rather than a defined level of achievement for competency of specific content. If there is ever a common assessment that students across the state must take, it would be helpful for there to be more specificity on what we want students to know and be able to do.

Thank you for taking time to read and process my feedback on the current Social Studies Standards.

Sincerely,

Mitzi Estes

Deputy Superintendent of Academic Services
& Leadership

Clovis Municipal Schools

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Following is feedback from a working group of teachers regarding the Social Studies Standards:

Elementary:

PLUS:	More manageable number of standards, themes, organization
DELTA:	A lot of the middle schools and high school standards are ambiguous without the content ideas and information, timeline for implementation, available resources
OTHER THOUGHTS:	Did the state keep the same additional resources the standard revisions committee created? For MS/HS, how can they effectively get through all proposed standards? Implementing anything new at this point is going to be difficult. Teachers are already having a hard time maintaining student learning and switching at this point will only create more work for teachers.

Middle School:

PLUS:	The layout of the color coding and themes is well organized. One topic per standard. Inquiry standards included Common Core.
DELTA:	8th grade prescribes the exact method of teaching standards (e.g. analyze art media; use digital literacy to teach..., draw diagrams, models, use specific types of maps); Themed timeframes don't consider academic calendars and pacing; Significant explanatory information was left out, to include 7th grade websites and resources; sample topics for the themes/standards
OTHER THOUGHTS:	6th - Lack of clarifying materials makes the standards too broad; 7th = Ethnic studies' standards may create issues because they are so culturally loaded and so broad; 8th - Some standards read like a modification for gifted students.

The History Department at CHSFA reviewed the proposed standards for the upcoming school year. We as a group of disciplined teachers discussed the new standards and developed the follow comments when reviewing the American History Standards

1. Many standards are not specific to what needs to be taught
2. Lacking in details to guide specific Instruction
3. Are not measurable for Data Driven Instruction
4. Some standards focus on world events that do not pertain to American History
5. What new material will be available to aid in educating students?
6. Some standards open topics in which teachers are uncomfortable to teach
7. To many perspectives of culture and race are being pushed into one standard

8. Some of the standards proposed for American History should be focused on in a Sociology class instead of a History classroom

The History Department at CHSFA is aware that the History standards have not been updated for some time. We realize that there could be some change to the standards that would support a more culturally diverse conversation in our classroom. Our vision for teaching History at the Freshman Academy is to ensure all stakeholders are being represented fairly and equally in our school. Thank you for reaching out to the history teachers and we will continue to support the Clovis Municipal School District.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Christopher Prandoni <mailagent@thesoftedge.com>

Thu 11/11/2021 6:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Christopher Prandoni
1000 Cordova Pl #406
Santa Fe, NM 87505

[EXTERNAL] Suggested Revisions

Leah Pearson <lpearson@lcps.net>

Thu 11/11/2021 6:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (61 KB)

Revisions to SS standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please consider the revisions that are attached to this email.

As a social studies content specialist, the need for these new standards is crucial in moving forward to address the needs of our current and future students. All students in classrooms deserve to see themselves within the standards set by the state. All voices and histories are integral in forming a complete picture when presenting history, economics, civics, geography, ethnics/identity while embedding inquiry. This allows for a deep analysis and discussion of the past, present and future.

Thank you for this opportunity.

Leah Pearson
Elementary Social Studies Content Specialist
Las Cruces Public Schools

Sent from [Mail](#) for Windows

Revisions to proposed Social Studies standards

6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:

A. Civics.

(2) The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
(b) identifying authority figures and describing their roles. (Add)- **What does it mean to be a good citizen?**

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

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

D. History.

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

E. Ethnic, cultural, and identity standards.

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

(f) describing their family history, culture, and past to current contributions of people in their main identity groups. (how do you do this?)

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 (parents, teachers, police officers, etc.).

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation (clarify the meaning of 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 (about what?); and

(3) The student shall demonstrate an understanding of critical consciousness (what is the definition of this in first grade?) 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:

(b) explaining how student and individual identities (what is the difference?) are part of what makes each person unique and special.

(3) The student shall demonstrate an understanding of community equity building (what does this look like?) by investigating how people work together to accomplish a common task, and how working together benefits and challenges (define) people.

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). (move to 3rd grade)

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

(b) examining and comparing the American democratic principles to neighboring countries. (is this appropriate for 2nd grade? If so, what does it look like?)

(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. (same as first?)

C. Geography.

(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 (too specific; should sound like this 'explain why people move from one place to another) in chronological order.

D. History.

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

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 (while being respectful to)

(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. (one's self)

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

- A. Civics.**
- (f) comparing currency, ~~credit, debit, and checks~~ (remove) in the United States to other world money systems.
- C. Geography.**
- (2) The student shall demonstrate an understanding of location, place, and region by:
- (a) explaining how physical and cultural characteristics (same as 3a) 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
- (c) analyzing the movement of indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US. (move to 4th grade)
- 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 (COVID, war, exploration?).
- 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 (while being respectful of others)

6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **FOURTH GRADE:**

- A. Civics.**
- (2) The student shall demonstrate an understanding of civic dispositions and democratic principles by: (where do local and state leaders belong?)
- C. Geography.**
- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
- (b) using a variety of maps, investigating and comparing how New Mexico's political boundaries have changed over time (e.g. Gadsden Purchase);

6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **FIFTH GRADE:**

- A. Civics.**
- (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 (identify Democratic principles; add Constitution)
- (b) describing how inequity in the United States laid the foundation for conflict that continues today. (e.g. slavery, civil rights, women's rights, reservations)
- 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 (war, oil, revolution);
- D. History.**
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (b) identifying the beliefs, experiences, perspectives, and values that form points of view about civic issues. (be more specific)
- E. Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:
- (2) explaining how groups of people are treated today and in the past is a part of what makes them who they are. (clarify, doesn't make sense)

6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **SIXTH GRADE:**

- D. History.**
- (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. **Period of time to teach should end at Middle Ages**
- E. Ethnic, cultural, and identity standards.**
- (1) The student shall demonstrate an understanding of diversity and identity by:

(b) describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and Middle Eastern societies during the classical period. (move above to history)

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 (people or institution?) 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;
 - (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 (what does this look like?) how the policies of the Spanish monarchy in New Spain interacted with other societies in the region; and
 - (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 (which system of government?)

B. Economics.

- (1) The student shall demonstrate an understanding of economic decision-making by:
- (f) using primary and secondary sources (examples?) 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 (examples?) to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during the Spanish colonial period; and

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; (is this necessary?)
 - (d) using paper and digital maps (necessary?) to ask and answer geographical questions about New Mexico and the southwest region;
 - (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 - (b) describing how environmental events affect human activities and resources; (what about adaptation to environment?)
 - (h) interpreting (analyzing) the cultural differences between Spaniards and indigenous peoples;

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (k) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession (such as trade routes, railroad, military posts); and
 - (3) The student shall demonstrate an understanding of historical thinking by:
 - (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; (are both necessary?)

E. Ethnic, cultural, and identity standards. The student shall demonstrate an understanding of diversity and identity by:

- (14) developing a claim about (change to analyze) the extent to which identity can be modified by personal choice or external forces; and

6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE:

A. Civics.

- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (b) citing specific examples of precedents established in the early republic that impact American lives today.

(Add) Explain how government policies were managed in the 1800s.

(Add) Explain the basic structure of American government by analyzing the US Constitution.

- (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by investigating comparing (add) the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.

B. Economics.

- south.
- (1) The student shall demonstrate an understanding of economic decision-making by:
 - (b) ~~identifying and~~ explain the economic, social, and cultural differences between the north and the south.
 - (3) The student shall demonstrate an understanding of economic systems and models by ~~drawing diagrams or making models to illustrate~~ ~~(explain or analyze)~~ 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 ~~(add) Examine the policies set due to the war outcome.~~

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; (does this belong in 7th grade?)~~
 - (e) ~~making personal connections (not written as a standard), compare~~ to immigration stories and experiences in the past and present.
- (2) The student shall demonstrate an understanding of causes and consequences by:
 - (i) ~~generating research questions, brainstorming sources, and gathering evidence to evaluate a claim about the significance of the battle of Gorieta Pass in the western campaign of the American civil war, also known as “la guerra civil Estadounidense”; and (Replace with – Evaluate the important battles and events of the Civil War.)~~
- (3) The student shall demonstrate an understanding of historical thinking by:
 - (a) ~~drawing a diagram or making a model (explain or create oral history)~~ 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. ~~(other revolutions?)~~

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. (add) through primary and secondary source documents.~~
- (2) The student shall demonstrate an understanding of identity in history by:
 - (e) describing immigrant and emigrant groups according to gender composition ~~and develop a claim~~ regarding the impact that gender proportionality or disproportionality had on immigrant or emigrant community’s culture; ~~(add) Examine what different groups experienced during Westward Expansion.~~ ~~(add) Explain how different identity groups experienced the Civil War and make connections to the present.~~
 - (h) using an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth ~~and evaluate the perspective of all who participated. (add)~~

F. Inquiry.

- (5) The student shall demonstrate an understanding of taking informed action by:
 - (a) ~~describing (identifying)~~ 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;

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
 - (d) ~~interpreting geographic representations to evaluate and explain changes over time; and (remove)~~
 - (e) applying geographic knowledge and geospatial skills to interpret the past and present to make informed decisions. ~~(decisions about what?)~~
 - (c) ~~identifying, defining, and (remove)~~ 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 (remove)~~ 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 (remove)~~ the causes, characteristics, and impact of diffusion ~~to include (add):~~ the spread of ideas, beliefs, cultural practices, traits, language, artifacts, methods, technologies, and diseases across space and over time;

- (c) ~~describing, analyzing, and~~ (remove) comparing how human systems, perceptions, and identities shape places and regions over time;
- (d) analyzing ~~and predicting~~ (remove) how location, place, and region impact the evolution of human perspectives and identities;
- (e) ~~identifying~~ (remove) evaluating, ~~and predicting~~ (remove) how particular historical events and developments shape human processes and systems in a given place or region over time; and
- (4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 - (a) ~~making reasoned ethical judgements~~ (how is this measured?) about people, places, events, phenomena, ideas, or developments, and determining appropriate ways to respond;

6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO

HISTORY:

B. Economics.

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

- (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~~ (change to- Explain how the activities of the federal government during WWII and the Cold War influenced our current economy.)
- (d) ~~identifying~~ (change) -the main sources of income for tribes.
- (e) ~~Identify what makes New Mexico a good location for the space industry.~~ (Replace with- Explain incentives offered by New Mexico that attract various industries.)

D. History.

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

- (d) ~~explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;~~ (remove)
- (g) ~~demonstrating contextualization and interpretation of~~ (Replace with- Explain) key events (Add- and identify major figures) that took place within ~~Native American~~ (change to- various) communities during the civil rights era.
- (2) The student shall demonstrate an understanding of causes and consequences by:
 - (c) ~~probing the beginnings of~~ (Evaluate) the Native American boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad;
 - (f) ~~demonstrating historical causation by using multiple perspectives to conduct historical analysis of the civil rights era in New Mexico.~~ (Replace with- Analyze the Civil Rights era and impact in New Mexico.)
- (3) The student shall demonstrate an understanding of historical thinking by:
 - (a) ~~determining~~ (add) Explain 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~~ (Replace with- Create) 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;~~ (very specific)
 - (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;~~ (Replace with- Explain the importance of Los Alamos and Sandia Labs during the Cold War and today)
 - (e) ~~using multiple perspectives to conduct historical analysis of~~ (Replace with- Analyze) how water management has changed over the centuries in New Mexico; and
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
 - (a) ~~examining~~ (Replace with- Evaluate) the different perspectives from the peoples of New Mexico, and the United States at the time of annexation;
 - (b) ~~dissecting~~ (Replace with- analyze) the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document;
 - (c) ~~determining~~ (add) Examine 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.~~ (Replace with- Discuss important historical sites that contribute to New Mexico's culture.)
- (5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
 - (a) ~~examining~~ (Replace with- Explain) 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 (Analyze)-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;

(f) demonstrating interpretation of critical changes in New Mexico's segregation laws. (Replace with Explain how laws changed to end segregation.)

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:

(g) comparing and contrasting global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with reconstruction. (Remove, covered above)

(h) examining (Replace with- Analyze) 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; (Evaluate, what is the frame of reference? Would students know what a 'just economic system' is?)

(j) examining contemporary labor struggles and populist movements in the United States and around the world; (Remove, doesn't belong in US History)

(l) determining the effectiveness of post-colonial institutions in ameliorating the effects of colonial rule; (Confusing; consider removal)

(o) determining the utility or futility of war; (Remove)

(q) comparing and contrasting the conflict between traditionalism and modernity during this period with examples around the world, such as Weimar Germany; (Why is this in US History?)

(s) evaluating the impact of new deal programs and policies on diverse groups of people in America, including African Americans and indigenous people;

(u) analyzing the similarities, differences, and connections between the racial social order in the United States and Germany during this period; (Redundant, not needed. This is covered in standards below).

(x) examining the short- and long-term effects of CIA involvement in Latin America; (Remove, unclear why this is in US History)

(y) analyzing the impact of red scare ideology on social movements and activists (Remove) in the United States;

(z) researching and analyzing issues (Add 'Explain the impact') 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; (vague, where would information come from?)

(hh) analyzing the current state and health of American democracy and creating an action plan to protect American democracy; and (Add 'Evaluate American principles of 1700s and today and see if they hold true to values in the Constitution')

(k) describing (Replace with- Evaluate) 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; (Remove specifics)

(p) making connections among the important consequences of the industrial revolution; (connections to what? Chnge to 'Evaluate')

Explain the significance of WWI (Consider adding)

(v) describing the multiple causes and consequences of the global (Add 'Great') depression of the 1930s;

(y) explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust; (overlap of world history)

(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 (Add 'Axis Powers');

(ee) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism (Redundant, consider removing);

(ff) researching and analyzing (Add 'Evaluate')- 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. (Change to 'Analyze fall of communism and the US reaction')

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

- (c) comparing and contrasting the short- and long-term causes and effects of settler colonialism versus classic colonialism; (Hard to understand, is this necessary?)
- (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; (Remove)
- (g) explaining the causes and effects of this convergence on diverse people within the territories, indigenous peoples, enslaved Africans, people on the borderlands, immigrants; (Remove, redundant)
- (k) identifying the ways in which diverse groups of people participated in the civil war, including women and African Americans; (Remove, redundant)
- (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; (Separate after 'civil war' to make 2)

Need a standard for causes and effects of American Imperialism (consider adding)

- (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; (Change to- Examine diverse perspectives and the roles people played during WWI.

(aa) examining the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico; (Why is this here? The focus should be on Mexican Americans, repatriation)

(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; (Add 'in America)

(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 (Add 'in the US');

(ee) analyzing the impact of the Vietnam war on the Vietnamese people and on the United States; (Redundant, consider removing)

(ff) exploring the impact of the cold war on indigenous peoples around the world; (Remove)

(mm) creating an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans; and (Remove)

(k) analyzing the role and conduct of the United States during the war (Replace with- WWI);

(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; (Replace with- 1. 'Evaluate social, political, economic changes in society between traditionalism and modernity. And 2. Evaluate social, political, economic changes between traditionalism and modernity through multiple perspectives.)

(m) summarizing the diplomatic and military policies on the war in Vietnam and the Korean War (Add) 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; (Redundant, consider removing)

(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 George Bush Sr. and Jr. (Add) and the rise of the conservative movement in American politics;

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 (Remove- These are inquiry standards; this is a repeat)

C. **Geography.**

(1) The student shall demonstrate an understanding of location, place, and region by analyzing and (Remove) 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 (Remove) explaining the causes, characteristics, and Evaluate (Add this and make this another standard) impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.

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; (Break into 3 standards)
- (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; (This needs clarification. It is confusing).
- (3) The student shall demonstrate an understanding of historical thinking by:
- (b) effectively using and integrating evidence from a variety of diverse sources to evaluate and develop ~~historical~~ claims (add 'about historical events'); and
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (c) ~~analyzing and~~ (Remove) 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~~ (Remove) sources of information relating to local, regional, and global problems, ~~and identify~~ (Remove) challenges and opportunities faced by those trying to address these problems;
- (b) investigating ~~cultural and historical~~ (Remove) developments within societies with attention to ~~culture~~ (add), belief systems, ideologies, the arts, science, and technology; and
- E. Ethnic, cultural, and identity studies.** The student shall demonstrate an understanding of identity in history by:
- (2) examining the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups (over time) (add); and

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.

[EXTERNAL] New social study standards

angiejfam <angiejfam@aol.com>

Thu 11/11/2021 7:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

While I agree with many parts of the new standards, there are also many I don't agree with. Having a first grader tell the difference between fact and opinion is very challenging. They believe everything to be fact and parents should be the primary learning for such things. Another thing, how are maps inherently biased? There are many other things that I don't agree with, but for the sake of time and the number of emails I assume you have to read, I will end with informing you that I am against w the implementing of the new standards.

Angie Farnsworth

[Sent from the all new AOL app for iOS](#)

[EXTERNAL] CRT in Our Curriculum

MIKE F <fedor971@msn.com>

Thu 11/11/2021 7:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The decision to teach this highly controversial and deeply flawed ideology will not only have negative consequences to those impressionable children exposed to it, there will be a mass exodus of students from the public schools.

My children will not be subjected to it!

Mike Fedorowich

[EXTERNAL] Social Studies Standards

Harold Gershenson LAST_NAME <hgershenson@comcast.net>

Thu 11/11/2021 7:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a retired middle school social studies teacher I am gratified that the Public Education Department is proposing standards that address the issues of diversity and cultural identity, I taught children from many countries as well as the children of immigrants and refugees, and I was struck time and time again how the curriculum was off-base when my "world history" text made scant reference to Asia, Africa, and Latin America. I realized early in my career that my own knowledge was insufficient to properly present the topic I was licensed to teach and that I needed additional education to address my weaknesses. I am pleased that these deficiencies are finally being addressed.

It is tragic that certain parties are using the dogwhistle of critical race theory, to try and stop these reforms. The misuse of the term "critical race theory" as a rallying cry for racist organizations has been well documented in articles in The New Yorker, The Nation, and other well respected journals. We can not let these voices deny our children an appropriate education that acknowledges the rich but complex history of New Mexico, our nation, and the multiple civilizations present and past that have formed the rich pageant of humanity.

Sincerely,

Harold Gershenson, PhD.
Middle School Social Studies Teacher (retired)
3101 La Mancha Dr, NW
Albuquerque,
NM 87104

[EXTERNAL] As necessary improve, but basically keep the proposed Social Studies Standards

Stephen Sachs <ssachs@earthlink.net>

Thu 11/11/2021 7:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED People,

Thank you for fine work on the proposed Social Studies standards. I do not know them in detail, but from what I understand they are basically quite sound and appropriate, though like anything else can be improved with feedback and experience.

I have seen some of the commentary made public so far and would like to add my voice in opposing the NM GOP position:

"According to the N.M. GOP, the standards:

- impose a progressive/liberal bias to historical events
- indoctrinate students with the "false theology" that our country has systemic racism and inequity and our capitalistic system must be replaced with a socialist system.
- encourage division and victimhood, and fail to teach we are all Americans.
- do not help students realize we all have opportunities for economic advancement.
- fail to teach what has made America great.

Blue CD 2 NM disagrees with those characterizations. We believe the standards build bridges between groups, teach important civic values and teach students how to think, not what to think. See all our talking points on the standards [here](#).

Further, the state GOP's arguments reveal their willful blindness to facts about

- inequality in the U.S. (See Pew Research's [6 Facts about Economic Inequality in the U.S.](#))
- opportunities for upward mobility in the U.S. (We rank 27th in the world. See [here](#), [here](#) and [here](#).)"

Not having read them in detail, I have a question that is worth reflecting on. Is there enough included on the experience and voices of the various peoples who live and have lived in New Mexico, especially including Native, Genizaros, African American and Latinex peoples?

Also, a recent set of four volumes combining previous with new research unfold the tremendous extent that American Indians have contributed to the U.S., the West, and indeed the world. At least some of that topic, as well as the contributions of other groups, ought to be included. The volumes I am referring to are in *Honoring the Circle: Ongoing Learning from American Indians on Politics and Society*, available inexpensively on Amazon, another works tell portions of this story.

Thank you for all your efforts.

Stephen M. Sachs, Professor Emeritus of Political Science, IUPUI, now residing in Albuquerque

[EXTERNAL] NO to CRT

Sharis Wolfram <swolframabq@icloud.com>

Thu 11/11/2021 7:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

There is no place for CRT to be taught directly OR indirectly to children in US schools.

It is wrong to make children of any race feel they are at some sort of fault for their racial makeup. Martin Luther King Jr. had the right attitude/outlook. People should be judged on the content of their character, not skin color.

History needs to be taught accurately. Lessons can be learned from it certainly. That should be done without making anyone currently living, especially children, to feel responsible for sins of the past.

Here in New Mexico, we have a rich mix of people. Every group makes NM better.

Do NOT pit children against any group.

Foster healthy relationships.

Emphasize good character.

THERE IS NO PLACE FOR CRT IN SCHOOL CURRICULUM.

Sincerely,

Sharis Wolfram

Sent from my iPad

[EXTERNAL] I SUPPORT the NEW State Social Studies Standards

Claire Porter <claireporter@gmail.com>

Thu 11/11/2021 7:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

As a Level 3 middle school US history teacher and 2015 Golden Apple Teacher of Distinction recipient, I couldn't be more excited about the proposed changes to the New Mexico Social Studies State Standards. When I reviewed the proposed updates, I found the new standards to move away from the rote memorization and collection of facts that were abundant in the outdated standards and towards a focus on critical thinking and analysis of information. As our students are increasingly able to instantly look up a plethora of minutia with the help of the internet, it is becoming more important than ever that our students are critical thinkers, readers, and writers. Aside from the higher-order thinking skills the standards will require students to develop, the new updates provide for the mental health of our students by demanding a curriculum that is culturally responsive.

As a parent of two young Black children, I am fully supportive of integrating ethnic studies into the curriculum. As our country is incredibly diverse, Albuquerque included, all of our students need to be able to see themselves reflected in the curriculum in life-affirming ways. It is critical that we teach an accurate history that is inclusive of marginalized people, that teaches about patterns of oppression, and that humanizes oppressed people to avoid perpetuating racism and stereotypes. When the histories of marginalized people are left out of the curriculum, the progeny of those people, the very students in our classrooms or children in our homes, are in turn taught that they are inferior. Whether we decide as a state to teach about race-relations and oppression through these new standards or not, racism IS being taught to our students through the outdated standards and the omission of important stories of marginalized peoples--stories that tell of resistance, of achievement, and of heroic acts of bravery.

While much of US history is uncomfortable, and while I can imagine parents of white children feeling concerned that their children will feel guilty learning some of the racist mistakes of the past, I know that it is important to not perpetuate lies. When the truth in history is taught well, students do not feel guilt or shame, but rather they feel enraged by the difficult portions of our past and motivated to change our collective future for the better....which indeed, is the very goal of a social studies education in the first place.

Claire Porter

Parent and Social Studies Teacher

[EXTERNAL] Social Studies Standards

Eric Greer <egreer@bulldogs.org>

Thu 11/11/2021 7:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>

Cc: Eric, Greer <egreer@bulldogs.org>

 1 attachments (381 KB)

Social Studies Letter_Greer.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good Evening,

Please find attached my letter reflecting my thoughts on the proposed social studies standards.

Thank you,

Eric Greer
Principal
Artesia High School
1002 W. Richardson
Artesia, NM 88210
Phone: 575-746-9816 Ext. 1561
Fax: 575-746-4365
Email: egreer@bulldogs.org

ARTESIA PUBLIC SCHOOLS – “SUPERIOR QUALITY EDUCATION FOR ALL STUDENTS”

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Artesia High School

Mr. Eric Greer, Principal
Mr. Mark McAlister, Assistant Principal
Mrs. Halee Goff, Assistant Principal

1002 West Richardson Ave.
Artesia, NM 88210-1899
Telephone 575-746-9816

Date: November 11, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment
Ms. Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success
Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Mr. John Sena, Director of Policy, Innovation, and Measurement

FROM: Eric Greer

Thank you for the opportunity to weigh-in on the proposed changes to the Social Studies standards. I will keep this response brief and to the point, as I personally know others that have responded detailing some of the concerns that I have expressed in this letter.

Although I have had time to look into the proposed standards, compare them to the current standards, and evaluate what this will look like in the classroom, I have not had the opportunity to delve into this endeavor in a manner in which it is worthy. If I am having this difficulty as a principal, especially with the nature of education recovering from coming out of an extended period of remote learning, how difficult will this be for the educators who are on the front line implementing this task in the classroom? Much of this is because of the vast difference of the length of proposed standards compared to the existing standards. At first glance, without actually looking into the standards, this is a concerning factor.

Another aspect is that many of the proposed standards are not written as standards; they are written as assignments. Furthermore, a deeper look into some of the proposed standards one will see that some of the information is inaccurate. Furthermore, I see that many of the proposed standards are overall poorly written and constructed.

Although I have heard arguments that they do not contain aspects of critical race theory, I do not see how a good number of the proposed standards do not lend themselves toward this position.

I have heard it said that the current standards are in need of a complete overhaul. It is hard for me to see that the current standards are in need a major overhaul. I do not remember the exact quote; however, someone in the New Mexico Public Education Department alludes to the need of this change now, and that the students of New Mexico can't wait any longer. I do see it different. The proposed standards are in much more need of repair than the current standards. There is much work to be done before the proposed timeline. I see that the current standards are in much better

shape overall than the proposed standards. Please slow this process considerably and allow proper and adequate time to ensure that new standards, if we truly are in need of them, are developed in a sound manner.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eric Greer", with a stylized flourish at the end.

Eric Greer

[EXTERNAL] K-12 Social Studies Standards

Lamaia Vaughn <lamaivaughn@gmail.com>

Thu 11/11/2021 7:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the Officials of the New Mexico Public Education Department:

It is in the best interest of New Mexico's children that you support the new Social Studies Standards for New Mexico schools.

These standards will:

- Allow the State of NM to comply with the Yazzie/Martinez court ruling
- Teach all students New Mexico's historical truth
- Improve educational outcomes for our children

Do your part to put quality and equity into New Mexico's education system.

Lamaia Vaughn
P. O. Box 954
Las Cruces NM 88004
lamaivaughn@gmail.com
575-639-3636

[EXTERNAL] Change of History Curriculum

Bonnie Lucero <findingmyway@aol.com>

Thu 11/11/2021 7:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My husband and I are against changing the History Curriculum . I can't understand the reasoning behind the change.

Mr and Mrs Mike Lucero

[EXTERNAL] Social Studies in NM

AB [Ariele Bauers <arielebauers@gmail.com>](mailto:arielebauers@gmail.com)



Thu 11/11/2021 7:52 PM

To: FeedBack, Rule, PED

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Hello Public Servants,

I'm a parent, healthcare professional and small business owner in Albuquerque. I'm white, and am raising my two white sons in the public school system here. I support the inclusion of Critical Race Theory into the NM Social Studies curriculum because this framework helps people develop the critical thinking tools necessary to understand how systemic racism impacts individuals and communities. Our diverse state, with its complicated history of colonization, especially deserves this critical lens. Our kids will build better systems with this foundational knowledge.

Thank you for your work.

Best regards,

Ariele Bauers

3102 Aliso Dr NE

Albuquerque, NM 87110

--

Ariele Bauers

she/hers

Reply | Forward

[EXTERNAL] Social Studies Curriculum

Krishawn Greene <krishawn.greene@gmail.com>

Thu 11/11/2021 8:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern -

I beg of you to teach the true history of our country. The good, the bad and the ugly. That's what life is all about. WE have all made mistakes in life but what's so amazing about being a human is you get to learn from your mistakes. I certainly have. I teach my children that life is all about continually learning. I teach my kids that when we make a mistake, we apologize and we DON'T make the same mistake. Isn't that what life is about. If this curriculum is taught in Social Studies I will never be able to tell my children we make mistakes, we don't do it again and we learn. The new curriculum does not teach this. We are all doomed if we are not aloud to learn from mistakes. So unless you are perfect, which is not possible, you can never make a mistake again in your life if this is what your willing to teach. History is called history for a reason. It's the past. It's the good, the bad and the ugly and it is hope for growth and learning from mistakes.

Thank you for reading!
Krishawn Greene

Sent from my iPhone

[EXTERNAL] New social studies standards for New Mexico's K-12 students

LINDA LILLOW <llillow@comcast.net>

Thu 11/11/2021 8:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I support the proposed standards because I believe they:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Sincerely,

Linda L. Lillow

[EXTERNAL] I support the new social studies standards!

Jagan Butler <jagan.butler@gmail.com>

Thu 11/11/2021 8:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear New Mexico Public Education Department,

I feel that the new social studies standards are a big improvement over the previous version. I look back at what was covered when I went to school and what my kids were exposed to and it left out many facts. As a society we need the truth and this includes learning about what we have done right and where we have failed. When we learn about and share our diversity we build the capacity to be more civil and at this time in our history we need this more than ever.

Jagan Butler, MBA

[EXTERNAL] Social Studies Standards

Halee Goff <hgoff@bulldogs.org>

Thu 11/11/2021 8:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Eric, Greer <egreer@bulldogs.org>; Mark, McAlister <mmcalister@bulldogs.org>

 1 attachments (670 KB)

Social Studies Standards- Public Comment.pdf;

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Good evening,

Please find the attached letter concerning the proposed social studies standards.

Thank you,

Halee Goff

Assistant Principal

Artesia High School

575-746-9816 Ext. 1544

ARTESIA PUBLIC SCHOOLS – “SUPERIOR QUALITY EDUCATION FOR ALL STUDENTS”

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Artesia High School

Mr. Eric Greer, Principal
Mr. Mark McAlister, Assistant Principal
Mrs. Halee Goff, Assistant Principal

1002 West Richardson Ave.
Telephone 575-746-9816
Artesia, NM 88210-1899

Date: November 11, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment
Ms. Katarina Sandoval, Deputy Secretary of Academic Engagement and Student Success
Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Mr. John Sena, Director of Policy, Innovation, and Measurement

From: Halee Goff

First, I would like to thank each of you for the opportunity to comment on the proposed revisions of the social studies standards. I am providing my comments not only as an educator, but also as the mother of two small children who have the privilege of being educated by highly qualified and dedicated teachers within the public school system. As I assess the proposed changes to the social studies standards, I have a number of concerns that need to be acknowledged and addressed, hopefully.

I choose to have my children educated in the public education system as I firmly and adamantly believe they will receive the best education possible. With that being said, we must also proceed with caution when making sweeping, drastic, and lasting changes to the standards we are teaching our children within that same system. We should never teach with bias, and we should never present opinion-clad standards as truths. These statements are, perhaps, the most applicable to the social studies standards we utilize. We must be open-minded and willing to analyze events in history and societal happenings without bias, without indoctrination, and with facts that enable the young minds in our classrooms to analyze, decipher, infer, and be informed. The proposed standards do not allow for open debate, discussion, and for events to be taught from a factual basis. Instead, the standards are presented from a single focus and point of view. I want my children to learn about the events in society and history that have shaped the country we know today; however, I do not want my children to learn bias and to be subjected to a singular viewpoint.

In addition to the clear bias present in the proposed standards, I have other concerns as well. Many of the standards are not standards, they are single assignments or writing prompts. Once this single assignment is completed, there is no depth remaining for the standard. Although I appreciate some of the single "assignments" or "writing prompts," I am disappointed that these would be considered "standards" which give no room for a deep delve into the heart of what is intended to be taught. By dictating what is being taught and which assignments are to be completed, teachers lose opportunities for differentiation, creativity, and academic freedom. Furthermore, many of the standards contain grammatical, contextual, and syntax errors. As professional educators, we cannot afford for the proposed academic standards to be so poorly written. This is a slight to our profession as well as a loss of credibility. I implore that a thorough and complete edit be completed before any proposed standards are codified.

Ultimately, the decision to move forward with the proposed standards before educators have the adequate time to analyze, research, and dissect the proposal is unjust which will only lead New Mexico schools to providing an inadequate social studies education to our students. Regardless of political and societal views, at the very least, a delay in the adoption of the proposed standards should take place to allow educators, parents, and the community to understand what is in the standards and how these

standards will be intended to be taught. We are making a profound and lasting decision that will have an impact on New Mexican students for generations. Is that something we should rush, or should we spend quality time to ensure we are providing the very best education possible? My children, the 3,000 students in my district, and the more than 300,000 students across the state deserve our best. Nothing less. To rush this process is less. Please consider a delay in moving forward with the proposed social studies standards.

Again, thank you for the opportunity to provide comment on the proposed changes to the social studies standards. I sincerely ask that you consider the impact these standards will make on our children today and on the future generations of New Mexican students who will grace our classrooms over the next decades. They deserve our best.

Sincerely,



Halee Goff

[EXTERNAL] Comments on Proposed Social Studies Standards

berl brechner <bbrech3@gmail.com>

Thu 11/11/2021 8:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 11, 2021

Comments on proposed:

**TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 29 STANDARDS FOR EXCELLENCE
PART 11 SOCIAL STUDIES**

Thank you for the opportunity to comment on this. The standards are a lengthy and complex document, and given pandemic-induced limitations, I would urge a longer period of time for the public's understanding, review and comment than is presently set.

I have reviewed elements of the proposal, and pinpoint some lines and considerations that caught my eye:

p.2 (for kindergarten)

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.

p.16

(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;

p.17

(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;

p.29

(d) examining diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery;

p.30

- (m)** identifying the ways in which gender and sexuality were changing and unchanged during the 19th century
- (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;
- (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

p.33

- (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.
- (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.

In here are obscure and distant concepts that seem to create issues that are not issues. So much of this seems to foster a picture of a dreary, Balkanized, unhappy, strife-riven country, where tribes and special groups and genders and races have never gotten along, and where the successes and opportunities here have not made this perhaps the most desirable nation in the world in which to live. In fact, the word “problem” or “problems” appears 44 times in this set of standards. The standards are devoid of any sense of positivism or hope. As a “melting pot” nation, most here recognize our commonalities more so than our differences, and there is no sense of that in this document.

And I have heard the explanation that the Yazzie case requires this kind of differentiation and teaching. No, the Yazzie case demanded that state schools provide the programs and services necessary for students, all students including those who have been underserved, the opportunity to learn and thrive, and challenged the state’s failure to sufficiently fund these programs and services. It did not suggest this kind of curriculum.

What’s here may not be formally described as including Critical Race Theory, but as I watched a PED representative spokesperson on the news on 11/10 trying to explain that this was not Critical Race Theory, I watched her eyes and demeanor, unable to look the camera in the eye as she made her statements on this. Elements in these guidelines represent the stair-steps to those objectives.

Earlier this month in Virginia, a state of huge diversity, a new governor was elected. Regardless of his party or politics, I believe Glenn Youngkin’s words, as he spoke late in the campaign, rang true to a large number of people of that state:

“We all know education starts with curriculum. We will teach all history, the good and the bad. America has fabulous chapters and it’s the greatest country in the world, but we also have some abhorrent chapters in our history, we must teach them. We can’t know where we are going if we don’t know where we came from.
But let me be clear: what we won’t do is teach our children to view everything through the lens of race, where we divide them into buckets; one group’s an oppressor and another group is the victim; and we pitch them against each other ... We know it’s not right. We know in our hearts it’s wrong. We are all created equal and we’re trying so hard to live up to those immortal words of Martin Luther King Jr., who implored us to be better than we are; to judge one another based on the content of our character and not the color of our skin.”

I hope the state of NM will look closely at these standards towards revisions that more closely align with Mr. Younkin’s thoughts.

Respectfully,
Berl Brechner
664 Camino del Monte Sol
Santa Fe, NM

[EXTERNAL] Comments on Proposed Social Studies Rule Changes

John Block <john@pinonpost.com>

Thu 11/11/2021 8:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena and NMPED staff:

I am writing today in vehement opposition to the deranged new standards being proposed by the disgraced Michelle Lujan Grisham administration through the New Mexico Public Education Department (NMPED).

Forcing racism down childrens' throats in the form of Critical Race Theory (CRT) is just one concern. Other concerns include the teaching of clearly anti-Constitution, anti-gun, anti-conservative, anti-police, and anti-Hispanic prejudice all concern not only me but hundreds of New Mexicans who have reached out to me about this.

These standards clearly encompass Critical Race Theory, a racist indoctrination technique that forces children to use race as a determining factor on the supposed "privilege" they hold in society and how they are inherently either a racist "oppressor" or a subservient victim.

To those who erroneously claim CRT does not exist in the standards, I point you to this passage in the proposal, which reads, children must " [a]ssess 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."

According to Critical Race Theory scholar [Khiara Bridges](#), "CRT recognizes that racism is codified in law, embedded in structures, and woven into public policy. CRT rejects claims of meritocracy or 'colorblindness.' CRT recognizes that it is the systemic nature of racism that bears primary responsibility for reproducing racial inequality."

NMPED's proposed standards include provisions forcing students to "[d]escribe how inequity in the United States laid the foundation for conflict that continues today." This is sowing seeds of doubt into children's minds on whether the country they live in has racism woven through its very fabric, a false and offensive proposal.

Students are also forced 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." This makes students believe that racism is embedded in our Constitution, another extreme and offensive proposal.

These policies are full of new racist, anti-capitalist, anti-police, anti-gun, anti-conservative, anti-Hispanic, and anti-American sentiments while only mentioning the Constitution to claim it is a racist document full of “inequities.” This is the latest assault on education by the Lujan Grisham administration, but this will not be tolerated.

I also take great offense to these racist proposals having students “Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards,” as well as having students “Determine the role of race and racism in the acts of land redistribution during the territorial period.” This is a direct attack on Hispanics in New Mexico and it is blatantly racist.

If this administration wanted to be so-called “equal” or “equitable” in the teaching of New Mexico history, why have I not read a single word about Native American violence among Spaniards in these proposed standards, such as Popé, who brutally slaughtered 400 Spanish people in the disgraceful Pueblo Revolt of 1680? No, the Lujan Grisham regime would rather pick on Spanish settlers than tell the truth about the bloodthirsty terrorist Popé.

As well, the standards have students “cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.” The United States is a constitutional republic, not a “democracy.” And focusing on “equity” and “justice” is just propagating more inequity and injustice.

These standards demonize guns and gun owners. The rule states that students are to “Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.” They also demonize police officers by forcing children to “[e]xplore the movement against police brutality.” Also, they are to evaluate the “effects of diverse ideologies and the process of political socialization on oneself and society.”

These, as well as countless other standards, not only teach children false information, such as that the United States is a “constitutional democracy,” but they ingrain racism into children’s minds, which I would contend does not combat racism — it encourages it. But the scandal-ridden, disgraceful Michelle Lujan Grisham regime of shame has slapped concerned parents and community members in the face with total disregard, not only by canceling in-person testimony but by blatantly condescending those opposed to these racist standards.

Lujan Grisham’s lieutenant governor Howie Morales [called](#) concerned parents a “noisy minority” in a recent op-ed, while the Governor’s allies at the *Santa Fe New Mexican* editorial board [claimed](#) parents concerned over teaching CRT in the schools is “fake outrage.” The devaluation of parents and their ability to advocate on behalf of their kids by this administration is not only condescending, it is actionable.

I most certainly can attest to you that at school board meetings in my area of the state (which the Lujan Grisham regime doesn't give to thoughts about), parents are fed up with the state ingraining racism into the public school system through CRT and "equity" nonsense.

This state was made great by men, women, and children of all races, all colors, all creeds, and all nationalities who worked TOGETHER — NOT APART to create a prosperous place. The Michelle Lujan Grisham regime's racism is not welcome here.

By picking old wounds and indoctrinating children with this globalist rubbish, it is doing a disservice to not only the people of our state, but it is crippling the future generations of New Mexico by brainwashing them not HOW to think, but telling them WHAT to think based on arbitrary characteristics they cannot control, such as race, sex, and economic status. Shame on the Lujan Grisham regime for even proposing this, and I can guarantee you New Mexicans will not take kindly to racist CRT being forced upon our state's children.

Respectfully Submitted,

John Block



Editor and Founder of the Piñon Post
Native New Mexican and Alamogordo Resident

[EXTERNAL] Social Studies Standards

Clancey McMillan <clancey.mcmillan@carlsbadschools.net>

Thu 11/11/2021 8:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good evening,

I'm writing to you this evening just a mere month and a half from taking my position as a school board member in Carlsbad. I wanted to take a few minutes to highlight some of my concerns with the proposed social studies standards. In addition to the concerns I'm going to mention, I would also like to note that now is not the time to be implementing new standards. Parents, teachers and districts are drowning trying to catch our children up from the loss of learning that occurred during covid. Every effort should be focused on meeting the needs of our students and ensuring they are where they need to be academically. While I do not disagree with the reality that our standards need updating, I strongly urge that these proposed standards be postponed a minimum of 6 months to allow districts, parents and teachers to comb through each of the standards and report back to the PED.

I have done my research on CRT, what it is, what it looks like and the advantages/disadvantages. CRT isn't meant to be about race, but about power. It asserts that race and power have been inextricably intertwined and "whiteness" can be interchanged with "oppression". What I've come to realize is that schools across the country have slowly implemented factors of critical race theory within their curriculum, just under the guise of another name. There is always a focus on buzzwords in education and many of the words I'm seeing in these standards are directly related to the foundation of CRT. Any mention of "systemic racism", "white privilege", "oppressed" or "oppressor" are indicative of CRT. My issue with CRT in our classrooms is that it is not based on fact, but rather narrative. Parents are not opposed to our children learning about slavery, racism or the errors we as Americans have committed in our past. Parents are, however, opposed to teaching children of color that they are oppressed and reduced to the color of their skin or that white children oppress their classmates of color simply by being white.

Our kindergarten standards begin with teaching children to identify differences among themselves. Not differences such as boy or girl that children of this age typically notice, but differences in identities and how their families do things. When discussing this portion of the standards with kindergarten teachers, they were all in agreement that these are not things children typically notice at 5. Many children do not even color their own skin the accurate color when depicting themselves. Teaching children at this age to start identifying differences between them based on culture, skin color, family practices or anything beyond what 5 year olds typically understand is a detriment to our children. Initiating a divide at this age will only grow into larger racial divides as they get older.

K.14. Identify how individuals are similar and different.

K.23. Describe ways they are similar and different from people who share their identities and people who do not.

K.24. Identify how their family does things both the same as and different from how other people do things.

The following standards are just a segment of what I have issues with in these standards, but what I would consider the most concerning when it comes to our children.

2.27. Express a positive view of themselves without being mean or making other people feel bad.

2.28. Describe ways we are similar and different from people who share identities and people who do not.

5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

The following are standards for 6-8 and I have highlighted the standards in which reflect actual CRT terminology:

6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

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

7.28. Evaluate how society's response to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government and industry.

7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.

7.93. Identify how stereotyping influences social perspectives about members of a group.

7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.

8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.

8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.

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

Standards for 9-12 are very clearly the strongest argument for CRT and gender theory. The following are what I found the most concerning:

9.12.NMH.49. Compare organizations engaged in Civil Rights work. (Does this include Antifa and BLM?)

9-12.US.43. Evaluate whether the Civil War was a "war to free the slaves," and how successfully the war contributed to the liberation of enslaved people.

9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts.

9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.

9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.

9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.

9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia.

9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.

9-12.US.129. Explore the movement against police brutality.

9-12.US.129. Examine the experience of activism and the LGBTQIA+ community during this period (1968-2008), including the AIDS epidemic, social movements, resistance and hate crimes.

9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including, race, gender, sexual orientation and disability.

9-12.US.139. Examine contemporary civil rights struggles.

9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions and long-term effects of oppression.

9-12.WH.37. Examine the role of colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial and religious identities and language.

9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.

9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry and law enforcement.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial and religious identities and language.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national and global advocacy.

9-12.ECI.22. Evaluate the role of racial social constructs in the structure and functions of a 21st Century American society.

Parents are the final authority over their children and have every right to have a say in the things they are being taught in school. A failure of the PED to recognize and address the concerns of each and every parent regarding these standards is a disrespect of our authority as parents. The public education system has the responsibility of teaching our children HOW to think, not WHAT to think. These standards are disappointing to say the least and have no business in our children's curriculum. I strongly urge you to postpone the approval of these standards until parents, teachers and districts have had enough time to review them and give their input.

Thank you,

Clancey McMillan

575-302-9986

Carlsbad Municipal Schools

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[EXTERNAL] proposed new social studies standards

Kathleen McCorkell <Immklm612@gmail.com>

Thu 11/11/2021 8:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

We support teaching social studies to our NM students from a wider perspective than has been used in the past. Therefore, we support the proposed changes. Contrary to the claims of some of the proponents of the new standards, these are substantive changes, and will require teachers to make big changes in their lesson plans and instructional materials. Please do not rush implementation. Teachers will need training and support in teaching the new material, and parents need to have a chance to see what will actually be taught, and how the concepts will be presented. As usual, the devil is in the details, and it is reasonable to be concerned about how sensitive subjects will be handled. Just cramming the new standards down the throat of apprehensive parents will create a culture wars train wreck. --Kathleen McCorkell and Lynn Mallory

[EXTERNAL] CRT is wrong

Anthony Jaramillo <pauljaramillosr@me.com>

Thu 11/11/2021 8:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I'm writing in opposition to the Social Studies Rule fir school year 22-23. I sincerely believe that it is wrong to make a child feel guilty or inferior or evil because of the color of their skin. Do you also agree that is wrong to separate children into different groups, based on skin color and ethnicity? And do you agree that it is wrong to identify some children as part of the oppressed class and others as part of the oppressor class. If we can say yes to the first set of questions, that rebuts the idea that parents who oppose CRT don't want their kids to know the truth about slavery and segregation (and more). To the contrary, these parents are saying, "Yes, let the whole story be told, but in a fair and accurate way."

If we can say yes to the second set of questions, that rebuts the idea that proponents of CRT want white children to feel guilty or that they want to incorporate identity politics into the classroom. To the contrary, they are saying, "We have no desire to lay a guilt trip on white Americans."

This is totally divisive and wrong to bring into the schools.

Please do not implement the new social Studies rule.

Sincerely

Paul A. Jaramillo sr
(505)901-0212

Sent from my iPhone

[EXTERNAL] NM Social Studies Standards

Terra Greer <tgreer@bulldogs.org>

Thu 11/11/2021 8:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (18 KB)

SS Standards2021 (1).docx;

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I have taught Social Studies in New Mexico for 16 years, and I stand against passing the proposed standards as they are written now. I know and understand the Social Studies content and standards.

The new proposals do NOT meet National Standards for Social Studies, nor are they aligned. The new standards actually go against the National Standards for Social Studies Teachers. These proposed standards do not allow teachers to uphold the National Standards.

The proposed NM Social Studies standards are written as assignments, not standards. Teachers do not need assignment ideas as standards, this is not the purpose of educational standards. New teachers will need guidelines, standards, people, events, places, to teach history. Assignments are built into curriculums, NOT state standards. Without better written standards, our students will suffer even more in their education in New Mexico. Teachers need standards NOT Assignments.

There are also several of the new proposed standards that are historically and factually wrong.

These Standards should be stopped immediately, and many more months given to correct them. I do NOT agree with passing the standards as is. They need to be greatly modified before they are capable of being released and used in a classroom.

Philadelphia prides itself on being the location where the many rough drafts of the Constitution are kept. There should be many rough drafts of these standards to get them right. As they are written now, New Mexico will get this wrong.

Attached are examples of how the standards are wrong, for 8th US History.

Terra Greer
Artesia Junior High

Social Studies Standards 2021

1. WRONG dates and information

a. Theme 2 History 14 8.32 “Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.”

- Major European explorers explored in the 15th AND 16th Century.
- The new guidelines DO NOT list any names of specific explorers.
- 15th Century = 1400’s so Portugal and Spain up to Columbus.
- 16th Century = 1500’s Portugal, Spain, & France should also be included in the standard. They are not included after this standard either.

b. Little to no guidance on content specifics (people, places, dates, events)

c. None of these important people or events are mentioned: Pocahontas, Juan Ponce De Leon, William Penn, Anne Hutchinson, George Washington, James Madison, John Locke, The Prophet and his brother Tecumseh, Five Civilized Tribes, Trail of Tears, Indian Removal Act, Manifest Destiny, just to list a few, Hiram Revels, Blanche K. Bruce (African American Senators during the Revolution), Dred Scott, John Brown, Frederick Douglas,

2. Written as Assignments, not Content Standards

a. History 16 8.48 “Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution”

-The wording of this standard implies teachers are to have already taught the

-Causes of the American Revolution (which should be a standard, BUT IS NOT under these new proposals)

-the demographics (I don’t know what this means here. Like the geography and location of the battles of the American Revolution?)

-and the results of the American Revolution.

THEN tie all of that together and compare it to Revolutions that came after ours.

Which ones? As a veteran teacher, the answer here is the French Revolution.

New Teachers will not know this, and neither will teachers who have strictly taught from a textbook.

b. 8.30 “Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.”

-I don’t know what content I am supposed to teach here.

-“Support a claim” What claim? Anyone’s ideas? Or historical fact? This

Assignment would require many weeks of teaching indigenous lifestyles and histories from around the world PRIOR to writing a response.

-“Global Problems” How broad can one be? There must be more direction and specifics for teachers to be cohesive across the state. This is a U.S. History standard, not World History.

3. “Biased Maps”

Anchor Standard

-8th 6-8 Inquiry 23 8.5 “Identify inherent bias in maps and analyze how they impact cultural memory.”

a. Maps are not biased. They have facts of space and time but are inherently UNBIASED in nature and design. They reflect time periods. Forcing Bias into mapping is BIASED!

4. U.S. Histories overlap 400 years. No need for H.S. history to travel back to the Columbian Exchange! That’s an 8th grade standard/time-period, and should stay that way

All I ask is that teachers be given standards NOT Assignments. Standards which guide and provide specifics for the content of historical people, places, events, times, eras, and into the future. I ask for standards that are UNBIASED. Standards that let history teach itself. I have never had to explain the evils of the Trail of Tears, The Long Walk, slavery, the Holocaust, The Spanish Inquisition, or any other human travesties as my students are thinkers and have always been able to think and reason on their own. The way the new guidelines are written is taking away students’ right to think and formulate their own opinions. Many historical events are filled with human evil, and it’s easy for students to pick that out. Many human events are also filled with grace, compassion, love, change, and these are the events omitted from the new social studies guidelines.

[EXTERNAL] Proposed Social Studies standards

SM Ramos <smrcmd@hotmail.com>

Thu 11/11/2021 8:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear members of the Public Education Department,

I am writing to you as a parent, grandparent, and volunteer tutor for elementary school children. I am in favor of the proposed Social Studies standards for our public school curricula. This update in the standards is overdue, especially when we consider that the current ones are 20 years old, and many changes have occurred in our nation's culture and history.

I believe the standards help students:

- learn about and celebrate the diverse communities from which they come.
- learn about the unique contributions their ancestors, near and far, have made to the development of this nation.
- learn how various communities have worked together to improve the lives of all.
- help develop children's ability to read carefully and examine facts rather than memorize them.
- to examine various aspects of our country's history and how their lives and the lives of their neighbors have been affected by those events
- help students get ready to become citizen who participate in our democracy

Thank you for your attention and your very important work.

Sincerely,

Sylvia M. Ramos, M.D.

PO Box 7398

Albuquerque, NM 87194

505 401-0601

Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Equal Rights Amendment written by Alice Paul in 1923. Ratified by the necessary 38 states in 2020, Centennial of Woman Suffrage.

[EXTERNAL] PED New Social Studies "Standards"

Robbie Madrid <rharrison@bulldogs.org>

Thu 11/11/2021 8:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Social Studies <socialstudiescomment@bulldogs.org>

 1 attachments (13 KB)

NM Standards Letter.docx;

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Good evening. Please see my attached letter that addresses my stance on the new social studies standards.

Thank you!

November 11, 2021

To whom it may concern (EVERYONE in the state of NM):

Thank you for allowing me this opportunity to express my opinion on the Re-Development of the NM Social Studies Standards. I am NOT in support of these new standards for many reasons. Please continue to read this email to see why these standards should not be adopted.

The most important reason why I am against these new standards is because they are divisive and offer no support for or pride in the wonderful things about our country. The United States, while not perfect, is still an amazing country, and these standards would teach children the complete opposite. Just to let you know a little bit about my own experience in this country: I am "white," and I was raised just about as poor as any kid could be in this state. I am currently a level III teacher, with teaching experience in two states and three school districts. I am also a single-mom of three girls that have been/are currently being educated in the NM school system. Two of my children are half-Black, and my third child is half-Hispanic. All three of my children have thrived in their education, and all three have been loved by everyone in our town. My oldest is currently attending college and is a part of her school's track and field team. She is excelling. My second child is a freshman at our junior high, pulling straight A's, and is a three sport athlete. My third child is in second grade and is also pulling all A's. My multi-colored family thrives not because we promote individual pride in our own..race? Ethnic group? Color of our skin? NO. We thrive because we live in this great land of opportunity, beginning with the unified community in Artesia. I want to continue to live in a place where we can be united by what we have in common, not be divided by how we are different.

Another reason why I am against these new standards is because many of them are not even standards; they are assignments. For that reason alone, these standards cannot be pushed forward.

Furthermore, there are grammatical errors in the new standards, and that is unacceptable. If New Mexico wants to get off the bottom of the education list, the NM PED should be able to present a document that is error-free.

These new standards present a lop-sided view of our country, and that is not what our fore-fathers fought for when they drafted the Declaration of Independence. If we want to teach the children of NM to think for themselves, information cannot be presented as it is written in these standards. Come on New Mexico, we can do better.

Sincerely,

Robbie Harrison
New Mexico Educator

[EXTERNAL] NO to proposed school curriculum

Steve Hackett <sjhackett5@gmail.com>

Thu 11/11/2021 8:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Educators & Administrators: Please specify, in a written statement, exactly why you would consider indoctrinating the children of New Mexico with hateful, radical ideology, rather than teaching them the true history of our great country. Your aim could not be to instruct, but rather to poison, the minds of vulnerable, innocent children. The proposed "curriculum" is a sick rendition of biased, untruthful, one-sided propaganda designed to create division and resentment, and it most certainly will. Read this deceitful rhetoric yourselves and imagine the impact on your own children's thinking. Not surprisingly, we would see the rise of a generation of misguided misfits seeking retribution on a society they have been indoctrinated to hate. Consider the grave consequences should these lies be taught. How about teaching the simple truths, the values, the ideals that have made us the most equatable, prosperous nation in the history of the world. You can make a valiant contribution, right now, of continuing in the great freedoms we all enjoy by refusing to fall for this destructive attempt to undermine our nation. Respectfully, Mr. Stephen Hackett Placitas NM

[EXTERNAL] Critical Race Theory Should not be taught in school

Clayton Spurgeon <12vford@gmail.com>

Thu 11/11/2021 8:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED,

Critical race theory should **not** be taught in our public schools. This theory is a marxist idea and is very racist. Our country was founded on the principals of freedom for all. Any reasonable interpretation of the 14th Amendment and Title VI of the Civil Rights Act of 1964 means that implementing critical race theory violates existing laws. The Civil Rights Act specifically prohibits discrimination based on race, sex, or national origin and that is what CRT teaches. Any teaching of CRT will be met with protest and voting out the racist people implementing such marxist ideas. Racist acts should not be tolerated. Teaching kids to treat people differently based on skin color is not what America is and only creates more segregation. This is what so many fought to change in the first place so that everyone could be treated equal. If schools start implementing CRT, our kids will be pulled from public school.

Please stand with Americans by not teaching CRT!!!!!!!!!!!!

Clayton & Kristle Spurgeon
10 Road 2335
Aztec, NM 87410

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Jodi Morris <mailagent@thesoftedge.com>

Thu 11/11/2021 8:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

I was surprised to learn that New Mexico is one of only five states that fails to include personal finance in its education standards. Concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing are essential life skills. Every student needs this education to be an independent adult.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives.

As a Certified Financial Planner (CFP) and mentor to young adults, I strongly urge you to adopt Think New Mexico's recommendation.

Sincerely,

Jodi Morris
64 Lodge Trl
Santa Fe, NM 87506

[EXTERNAL] Public comment on standards

Justin Thomas <jthomas916@yahoo.com>

Thu 11/11/2021 8:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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With education in such disarray in this state why is our focus on reconstructing the social studies standards? Did Virginia not show you how parents feel about the current state of education? Wouldn't your time be better spent figuring out ways how to fund lengthier school days or school years to close educational gaps? Or perhaps find ways to fund family classes to teach the importance of education to parents that find NM education a joke? Why go down the same path of indoctrination?

It did not take long to see the PED's political angle when reading these standards and I only had to get to the little kindergarteners standards to realize what my children might be subjugated to and future New Mexican students. The Inquiry anchor standards K4 and K5 are disgusting. In fact the latter is found in all elementary grades.

K.4. Take group or individual action to help address local, regional, and/or global problems.

K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Are you really proposing that we have my 5 year old take individual action to address local and global problems? Or for her to use a democratic procedure to take action on a civic problem? This type of language in the standards allows teachers to influence my children with their subjective outlook on local and global issues. These types of lessons should be taught in the home and not by educators. I want educators to teach my children actual academic content and keep your biases for your own children.

I could continue on about many of the high school standards but I won't. I know your tunnel vision is already set on priming my children to think like you and be divisive. As a concerned parent in this state I will pull my children for homeschooling or place them in a private school if this passes. The money can follow them. Please be mindful of your decisions and listen to everyone's concerns tomorrow. Please put kids' academics before your political agenda.

Kind Regards.

J Thomas

[EXTERNAL] Comments on proposed social studies standards

Joe Bradley <pulse@sisna.com>

Thu 11/11/2021 9:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I have reviewed the standards published at <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/> and I am impressed with the high quality of this work.

My child was educated here in the public school system New Mexico. He lived through the events of 2001. I believe we need to teach the next generation about this time and the twenty years since then.

I strongly support adopting these standards. Our children need a broad view of our world. I believe these standards are the best way to make sure they have all the information they need to make well informed choices in the years to come.

Thank you for doing this work. You have my complete support.

Joe Bradley III
102 Williams Street
Santa Fe, NM 87501

[EXTERNAL] comments re social studies standards

Wyn Lewis <wynlewissf@gmail.com>

Thu 11/11/2021 9:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

From: Wyn Lewis, MA, MPH
214 Sereno Dr.
Santa Fe, NM 87501

11/11/2021

As a native New Mexican, the mother of a child who did K-12 in SFPS, and the grandmother of a granddaughter in pre-K in SFPS, I am writing to offer my strong support for the NMPED proposed social studies standards, including the proposed edits submitted by the Santa Fe NAACP. I would add that on Inquiry # 26 for 7th graders, regarding stereotypes, the concepts of sexual identity and size discrimination be included.

The proposed standards are thoughtfully written to be inclusive of the diverse cultures and communities who live in NM. We can't continue to live under the illusion that it's a "tricultural" state. We are a multicultural and multiethnic state with both painful and gratifying history. Our children, and through them our families, need to learn about all of that history. Teachers will need special training to teach these concepts. I hope their training will include encouraging wonder, questioning and critical thinking as well as imparting a sense of acceptance and respect for others' differences.

My young adult daughter has no strong memories of being taught about economic, cultural or sexual diversity or about negative stereotyping. Some was learned on the soccer field. Some when they read The People's History of the United States as a junior or senior. That late!
My daughter in law, a preschool/special ed teacher, says it's never too early to begin teaching children critical thinking. In fact experts say the foundation begins at age 5.

Thank you so much for all the work you've done to come up with these proposed standards, and for giving us the opportunity to contribute. We all need to accept change!

[EXTERNAL] Opposed to mandatory teaching of critical race theory

Marny Benedict <marnylee@hotmail.com>

Thu 11/11/2021 9:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I write to express my opposition to presentation of critical race theory in kindergarten through grade 12 social studies programs.

The purpose of our school system is education, not indoctrination. The so-called theory is a fabrication of attitudes proposed by a small portion of American society and it has no place in grade school curricula. I am dismayed that any right-thinking person would deem it otherwise.

Thank you for your kind attention.

Sincerely,
Marny L. Benedict

Los Lunas, NM

Sent from [Mail](#) for Windows

[EXTERNAL] Change to Social Education

Ralph or Susan <snucci@aol.com>

Thu 11/11/2021 9:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear PED Administrators,

Please do not alter classroom teaching, specifically history, by injecting Critical Race Theory as critical to the formation of this country rather than the progress the U.S.A. has made in racial justice. Teaching CRT is political propaganda that promotes hate and division, detracts from intellectual acquirement, and will keep New Mexico at the bottom of the National Education Standards. If CRT is adopted, expect more students to be home-schooled, drop out of school or simply lost.

Ralph Hill

[EXTERNAL] Social Studies Standards comment

Rebecca Sherry <rebeccas42@yahoo.com>

Thu 11/11/2021 9:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hi,

I would like to provide this email comment on the proposed Social Studies standards for New Mexico.

I am a New Mexican parent of two school-aged children both attending Albuquerque Public Schools. I am also an educator. And while it shouldn't matter, our family heritage is white European.

Very briefly, I would like to say that I strongly support these revisions, especially the addition of the culture/identity content. One of the reasons I wanted my children to grow up here in New Mexico is because I want them to have first-hand and academic opportunities to learn about diversity in our state and in our nation. We need to move past the tired idea that "winners write the history" and offer our children the tools to investigate the many sides and consequences of our history. Based on my review of the draft standards, I believe that New Mexico is taking a positive step in this direction. Our children will be better educated when they are offered this broader view. I do not see anything in these standards that will have a negative effect on any child's self-esteem or sense of identity unless that is what they hear once they go home.

I hope that New Mexico adopts these standards in the near future and that any revisions maintain the goals of the culture/identity components.

Thank you,
Rebecca Sherry
Albuquerque, NM

[EXTERNAL] I support the updates to social studies curriculum

Sayrah N <sayrahn@hotmail.com>

Thu 11/11/2021 9:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am a mother of a public school student in Albuquerque. I reviewed some of the 122 page proposed updates to the social studies curriculum. I think these are great updates! I like that it will analyze power and not have a singular Eurocentric view.

Thank you,

Sayrah Namaste

87110

[EXTERNAL] Approval of Social Studies standards as drafted

Patricia Marie <unrulyfairy@yahoo.com>

Thu 11/11/2021 9:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good day!

I am an Albuquerque resident and I support the Social Studies standards as they are drafted.

Thank you,

Patricia Hūband
(575) 642.7979

[EXTERNAL] New Social Studies Standards

Mary Bissell <mcbisselli@gmail.com>

Thu 11/11/2021 9:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in support of the new Social Studies standards NM Ped has developed with NM teachers.

The proposed standards:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Thank you for developing such important, robust standards for our students.

A teacher and a parent,

Mary Bissell

Rio Rancho, NM

[EXTERNAL] Proposed repeal and replacement of 6.29.11 NMAC, Social Studies

Sharon Berman <duodrone@gmail.com>

Thu 11/11/2021 9:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM Public Education Department,

Hello. I am a New Mexico resident and parent.

I understand that there is a move afoot to repeal the current social studies standards in New Mexico. There is apparently a concern that there is presently a bias toward progressive or liberal themes. This feels sadly like a divisive, political move, most likely spurred on by efforts outside our state. It would be a shame if New Mexico encouraged a regression of knowledge. If anything, we need to move forward. There is more to do! The people of our state are wonderful, brilliant, warm and kind. There is a lot of knowledge. There is a lot of experience. People don't like to move backward. Once you know something, it is practically impossible to unknow it.

Teaching an accurate account of U.S. history, and the historical impact of laws and practices that created systemic oppression of People of Color in our country is necessary. It is necessary because we need a national culture that recognizes and understands the historical racial injustices that have existed, and continue to exist, in our country.

Anecdotally speaking, the social studies our son was exposed to in his public school years was not particularly liberal (he just graduated in May). If you removed the facts about what happened, and what laid the foundation for who and how we are in our state and country, what would remain? There would be many holes. Kids would ask questions. And - we want children to ask questions, right? Engendering kindness, compassion and curiosity is the generous gift that good social studies teaching embraces. Let the teachers do their great work. Let the children learn the facts.

I cannot attend your hearing on November 12, 2021, so am hoping this email will make its way into your collection of public comment and to the eyes and ears of those who decide.

Please don't repeal the statute governing social studies standards. Embrace facts. Don't put us back in the stone age.

Many thanks,

Sharon Berman
53 Camino los Milagros
Corrales, NM 87048
duodrone@gmail.com



Virus-free. www.avast.com

[EXTERNAL] CRT in NM Public Schools

Thomas Holt <thomas.holt@ieee.org>

Thu 11/11/2021 9:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I oppose teaching CRT in NM public schools.

[EXTERNAL] CRT is wrong

jwdonal <jwdonal@protonmail.com>

Thu 11/11/2021 9:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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CRT does nothing but make people and children MORE racist. Children need to be taught math, science, writing, and reading. NOT that they should judge people based on the color of their skin or be ashamed because of the color of their skin.

Concerned Bernalillo County Resident

[EXTERNAL] Proposed Rule 6.29.11

Anne Doherty <a_e_doherty@yahoo.com>

Thu 11/11/2021 9:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (57 KB)

Response to 6.29.11.pdf;

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Attached please find my feedback about the proposed rule 6.29.11

Thank you,
Anne Doherty

6 Palacio Rd., Santa Fe

November 11, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

My name is Anne Doherty. My husband and I moved to Santa Fe 2 years ago from San Francisco where we lived for 20 years. There we raised our adopted Chinese daughter and I owned a tutoring business, serving to middle and high school aged immigrant students.

For twenty years, our family experienced the rise of Critical Race Theory and Gender Equity - and the damage those policies do to kids. Though I'm sure these programs already exist in New Mexico schools, I can tell you, from my own experience and what my students have told me, that there is no better way for school administrations to appear incompetent and hypocritical than to further adopt these theories into the standards.

More importantly, the outcomes are not what you'd expect.

In kindergarten, our daughter came home from her first day of Black History Month and said, "Guess what! I finally learned something today! It's a good thing we're both white....and it's a great thing we're not black." By the end of the month, she was sleep walking, as she would every February until we finally homeschooled her, because her teachers had driven home that she was "yellow" and not really our child. The two African American girls in class - even the one with the investment banker dad - learned they were members of an oppressed minority. And by 4th grade, all of the kids - even those girls - responded to a picture-prompt of a black boy holding a white girl's hand across a fence by writing that he was her slave. After that, the school woke up for about a day, but the political incentive to stay "woke" was too great. I feel for the black kids who stayed 9 years at that school.

We complained several times and were called racists or talked down to. The teachers said, "We've got to show your daughter she's different." She can see she's Asian for herself. And isn't it a good idea to encourage any adopted child to trust that her legal parents love and care for her and are not her oppressors?

Every year in my tutoring business, three or four of my students would announce that "All white people are racist." I'd ask how they knew this, and they'd say, "School,"

meaning some book and/or some teacher (usually a white one who, included in the set of “All,” would be a racist, too).

As for the gender equity, I’ve watched several sets of parents go through the nightmare of their child switching genders - and it’s always a nightmare whether the parents are on board with it or not. I’ve also worked with children in “transition.” While I believe all people need love and respect, and that all perceptions need validation, encouraging minors to mutilate themselves and take hormones defies common sense. If the brain doesn’t stabilize until 26 and the drinking age is 21, why encourage already hormonally fluctuating teens to inflict self harm? Encouraging it in grade school is criminal.

Three days ago, a student I see on Zoom told me half the kids in four San Francisco high schools walked out. It seems that since schools meet in person again the number of sexual assaults/harassment has skyrocketed compared to pre-Covid. And, that the administrators of one high school “lost” dozens of complaints - against teachers as well as students. My student, who was visibly shaken, was so indoctrinated he couldn’t understand that if students are encouraged to see even innocent interactions between heterosexuals as assault, and if bathrooms are open to all, and then every other kind of sexual activity is encouraged...well, there’s going to be pandemonium. My advice is keep it simple - focus on basic human biology, which is already hard enough for teens to handle.

As for New Mexico standards themselves:

1. In Ethics, Cultural and Identity Studies, a requirement asks students to assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity.” This standard assumes there are only 2 choices. Worse, if there is inequity in public systems, is the school system itself not a source of inequity? 6.29.11.23(A)(1)(d)
2. The focus on differences (which students see and experience all by themselves) encourages them to divide up by group, forcing some to choose one group even if they belong to more than one - a nightmare for mixed race families. Not a good idea for diverse New Mexico.
3. There are numerous examples where a teacher can impose the notion of “justice and fairness,” “unequal power relations,” “past and current injustices.” Although those terms may have many interpretations, if the school is a system and systems create inequity, is not the school at fault? 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the birth of America echoes both CRT and the 1619 Project in saying that slavery/racism is the foundation of American society, rather than religious freedom. This is simply wrong. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes there is no such system in the US, implying that any current system contributes to racism. While my guess is that capitalism is the target, is not the school system also a pre-existing system? 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and the 1920s, as well as examine the activities the LBGTQIA+ community during a recent 40-year period. A) Why is this a standard

rather than an option? B)Following the thread of the other standards, it harks back to blaming oppressors. In fact, technological advancement and incomparable prosperity is what supported these changes. But does it not destroy the victim narrative to realize the world is more prosperous than ever before? 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

7. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Why are there no standards to discuss the constitutional rights of gun owners? Since New Mexico is a mecca for drugs, why not research how how gangs, drug cartels, etc. have resulted in greater gun violence in our state? 6.29.11.21(A)(1)(gg)

8. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again, bad for New Mexico's mixed race students. The eternal race revolution smacks of Communism, plus kids see through the hypocrisy of that quickly. 6.29.11.13(A)(3)(b)

9. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. The whole truth would include the benefits of the occupation as well. 6.29.11.15(D)(3)(g)

10. Within High School U.S. History, students must explore the movement against police brutality. How about teaching students civics as well as the state and federal constitutions - then, before judging the police, students would know what the police are hired to do. 6.29.11.21(A)(3)(mm)

Thank you for reading this. I'm sure that, like my daughter's school in California, the political incentive for keeping these standards is high indeed. However, the long term results are destructive - for individual kids, for people of color, for families, for poor students, for gay and transexual students. For everyone. New Mexico schools have it tough enough.

So, return to the basics, teach math, provable science and civics. Also listen to parents. They will support you when you respect them, and that will make students happier and teachers' jobs easier.

Yours truly,

Anne E. Doherty

[EXTERNAL] Ethnic Cultures Identity Studies

Hollie Riggin <hollieshandbags@gmail.com>

Thu 11/11/2021 9:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Ask yourself why more and more parents are pulling their kids out of public schools around NM and other States. Ask yourself why parents are speaking out at school board meetings. Parents are fed up with the Federal Government overreaching and pushing LGBTQ+ and CRT being taught in our schools. I suggest NM PED staff look at the Constitution and see what rights the government role is in education. I am a parent of a child in public school and I absolutely oppose any of this being taught in our schools. Educators job are to teach our kids the core courses and prepare them for life after high school by teaching them how to study, take notes, and deal with tests. They are not there to be their stand in parent/guardian. What gender a child identifies as has no bearing on education and neither does teaching them about how racism affects society. CRT is merely a way to teach kids how to be intolerant of one race over another. It does not help our current inequality issue. In fact, it fuels the fire. It is a Marxism and Socialism tool to change a society towards Socialism by looking for weaknesses in that society. If parents want to teach their kids about the LGBTQ community and foster their child's identity crisis, than so be it. That is their choice and their prerogative as their parents. If parents want to teach their kids how to love others the way God loves all people, then that is their right as parents. Education, right or wrong, good or bad, starts at home. God entrusted us to raise our kids, NOT THE GOVERNMENT!

Sent from my iPhone

[EXTERNAL] New Mexico Social Studies Standards

inwjou@juno.com <inwjou@juno.com>

Thu 11/11/2021 9:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM Department of Education:

Congratulations to the 60 member K-12 writing team on the proposed standards. The two new content areas, Inquiry and Ethnic and Cultural and Identity Studies strengthen the standards.

I studied the proposed standards through the lens of a former Colorado licensed teacher with a strong background in history and anthropology, and as a former media specialist and public librarian who helped students learn research skills to complete history projects. I am also looking at the standards through the lens of a parent and grandparent who wants students to learn real history about real people, with their strengths and flaws, in a manner that is age appropriate for the students. Youth need to see themselves being represented in the way history is taught. My granddaughters learned from 23andMe that their heritage includes indigenous people, and people with Spanish, Latin American and Anglo ancestry. One granddaughter with darker skin experienced racism often. I believe that learning more about her ethnic, culture and identity as defined in the proposed standards would have helped her to develop more confidence and resiliency.

The proposed standards are flexible and provide opportunities for an interdisciplinary approach which uses multimedia resources and local resources and people including but not limited to historians, storytellers, foresters, librarians/media specialists, park rangers, and authors.

I recommend an addition to the performance standard 8.32 on page 67. The standard says, "Identify key explorers, places and ideas from major European explorers of the 15th century and to be able to describe their accomplishments." I suggest taking a broader view and acknowledge also the *harms and atrocities that were done in an age appropriate context*.

I recommend an addition to performance standard 9-12 WH12 on page 117. Evaluate methods people use to create, change, expand, or oppose systems of power/authority. I suggest adding *autocracy oligarchy*.

I recommend an addition to performance standard 9-12 EC1.4 on page 121. Evaluate the credibility of the source by examining how experts value the source. I suggest adding a *new component that will help students define, evaluation and discredit disinformation*.

The proposed standards are designed to help student succeed, to be prepared for the future by knowing how to find, use, and evaluate sources of information, to develop positive and respectful interactions, with others, to be tolerant of diverse thinking, to use critical thinking skills when solving problems and so much more.

Again congratulations to the K-12 Writing Team on the proposed standards! Thank you for your efforts to help NM students become successful navigators of the future.

Sincerely,

Jane Palmer, BA, MLS, MA
Silver City, NM

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[EXTERNAL] New Mexico Social Studies Standards

Gayle Abrahamson <unordainable@gmail.com>

Thu 11/11/2021 9:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the New Mexico Department of Education:

As a person with advanced degrees in Religion and Library Services, I commend your efforts to update and revise your standards for the Social Studies curriculum. I trust that others who are more knowledgeable with the curriculum itself are providing valuable feedback. I will limit my comments to the two categories that are being added, namely, Ethnic, Cultural, and Identity Studies; and Inquiry, as far as they pertain to my background.

I applaud the inclusion of Religion and Religious Identity within the broader discussion of culture and identity, both among differing cultures and within those cultures. Far too often, religion is excluded entirely from such discussions due to a concern over proselytizing. We can all agree on the inappropriateness of that activity in public schools, but it can be avoided without also avoiding any discussion of religion at all. An objective, impartial discussion of religion completes any study of culture and identity. To ignore the topic entirely leaves a gap in the overall discussion of culture that cannot otherwise be explained.

Within the category of Inquiry I applaud the application of critical thinking in the discussion of the distinction between primary and secondary sources, including and especially as it applies to digital resources. Every college level bibliographic instruction class begins with similar discussions. Sadly, those discussions frequently take longer than anticipated because far too many students are hearing it for the first time. The lack of such training in the schools is easily spotted among adults in our society when a complaint is lodged by someone who is then unable to define exactly what it is they are complaining about.

The curriculum must be taught in close cooperation with the school media specialists and the local libraries. Librarians are trained to analyze and evaluate information and resources, and are willing to provide such support to their public.

Gayle Abrahamson, MAR, MALS
Silver City

[EXTERNAL] social studies curriculum change

Marina Menchaca <marinaivette31@gmail.com>

Thu 11/11/2021 9:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom It may Concern:

I am asking that the proposed social studies curriculum change not be passed. It is unclear what will be taught to our children. We are bound to chaos and division if the standards for civics, history, geography, and economics are removed. Do NOT update the social studies standard.

Respectfully,
Marina

[EXTERNAL] Comments on proposed social studies standards

Celia Ludi <celia5238@gmail.com>

Thu 11/11/2021 10:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I applaud the work of the drafting committee, and recognize the earnest commitment of time, effort and concern for students and the future of the state as a whole that the draft represents. It's a long-overdue and ambitious approach to widening the viewpoint of the social studies standards to better prepare New Mexico students to understand and act in the world they live in. I do think the proposed standards could use some pruning and proofing.

1. I think it's important to build on the traditional cornerstones of "social studies", i.e., civics, history, geography, and economics. The elements of the two additional strands of "Ethnic, Culture, and Identity" ("ECI") and "Inquiry" are necessary, but I believe they could and should be woven into the cornerstones instead of being stand-alone strands. Addressing ECI separately may often lead to awkward classroom discussions that appear divorced from instead of integral to the rest of the content. In most cases, the components of the ECI strand naturally fit into other strands and together will ensure that the picture that our students will discover encompasses and recognizes the experiences of all the people who have and do live on this continent. I am also concerned that if there are separate strands for ECI and Inquiry, learning will have to be measured separately as well, and the ECI and Inquiry strands do not have obvious methods of assessment.

I also think many of the standards addressing identity are awkward, especially in the K-6 standards. It's important for students to deepen their understanding of themselves and others through non-judgmental examination and discussion. I foresee a broad need for extensive teacher training on what constitutes "identity" and age-appropriate ways to teach discovery and recognition of identity. Lack of such training could result in teachers inadvertently doing more harm than good in exploring the identity issue in the classroom.

Humans are born curious, about ourselves, each other, and about the world we all have to navigate. The Inquiry components will nurture that curiosity and teach the habit of questioning - not just observing, but asking "why" and "how do we know". In general, the elements of the Inquiry strand do an excellent job of teaching students to be critical thinkers. Some things should be reconsidered, however. For example, the idea of "compelling" and "supporting" questions is introduced in kindergarten, which is fine, but that element is virtually unchanged until third grade; this indicates to me that insufficient consideration has been given to how to implement the teaching.

2. I think in many places the effort to broaden the points of view has resulted in language that is unnecessarily vague and confusing, and ultimately does not provide the necessary guidance to teachers. There are many thoughtful comments, especially from current and former teachers, that identify standards that need to be more specific.

There are other standards that I think are too advanced for the grade level and not built on a foundation of knowledge, e.g., 6.29.22.9, 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." That seems pretty advanced for first graders, especially since a 6-year-old's idea of the past may be as long ago as last week. But standards that guide the teacher to ask the students to ask older family members about their experiences and bringing that into the classroom would be a very appropriate starting place for a discussion of what constitutes "the past".

Similarly, the Civics strand for second-graders made me blink and re-check the grade: 6.29.11.10: "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."

In general I think the proposed standards, especially for grades 7-12, will result in students and citizens with a much deeper and more sophisticated understanding of the civics/history/economics/geography cornerstones.

I do question phrasing in some places, for instance, use of the term "claim". "Claim" is generally defined as an assertion of truth which may be in dispute or unproven. A claim is therefore different from a fact, which is a statement of verified information. It's important for students to learn the difference, and to be able to marshal evidence to support claims. (Ideally, they would learn to marshal the evidence before making a claim.) Beginning in third grade the Inquiry strand includes the standard "The student shall demonstrate an understanding of developing claims by citing evidence that supports a response to supporting or compelling questions." This is an essential skill, but it's also important for students to understand that some things are settled facts. For instance, the 8th grade standards (6.29.11.6), D History, include: "(h) using text evidence to support a claim about how conflicts over slavery led the north and south to war;". This implies that the cause of the civil war is in dispute. In fact, the secession documents of the southern states specifically cited defense of slavery as the reason for secession (see, for example, "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union"). "Conflicts over slavery led ... to war" is a fact, not a claim.

The High School US History 6.29.11.2 standards are very ambitious and impossible to cover as a whole or in any depth, even as a stand-alone full-year class. They provide teachers a cornucopia of possible topics to explore, but I question how the assessments will be structured. Put baldly, how will teachers know what will be on the test? I also have some specific comments and suggestions about this section:

- how are A.(1)(f) and A.(1)(k) different, and why is Reconstruction itself only mentioned in its dissolution?
- A.(1)(i) may be better placed in High School Economics (6.29.11.18).
- A.(1)(hh) may be better placed in High School Civics (6.29.11.17).
- A.(2)(k) may be better placed in High School Economics.
- A.(3)(bb) which war?

3. Will high school students be required to take separate New Mexico History, US History, Civics, Economics, Geography, and World History classes? What about Ethnic, Cultural and Identity Studies?

4. I support the idea of incorporating general concepts of personal finance in the Economics strands, but I don't think Social Studies is the place to teach students specific skills like how to calculate compound interest. Connecting personal finance to History and Civics brings social studies into students' lives in a way that helps them understand the world they live in better. But I strongly support the addition of a stand-alone full (not half) credit graduation requirement that would address those specific personal finance skills.

5. Asian Americans are not specifically included the way European and Hispanic, Indigenous, and Black Americans are. They should be. Asian Americans have played crucial but largely unrecognized roles in the development of this country and state. For instance, the role of Asians, primarily Chinese and Japanese, in building the railroads was integral to their completion, and the development of the railroads profoundly affected our economy, laws, and society as a whole. The High School New Mexico History standards contain a single reference to "introduction of the Chinese population to New Mexico" [D(1)(b)]. In New Mexico, is it widely known that there was a small but thriving Japanese community in the Clovis area who were essential to the building of the Atchison, Topeka, and Santa Fe Railroad? The experience of New Mexico's 400th Coast Artillery in the Pacific during World War II is usually included in New Mexico history; but is it widely known that there were four prison camps in New Mexico from 1942 - 1945, including one in Santa Fe that held more than 4500 Japanese American citizens. The people who were arrested, transported to New Mexico, and held without charges were there solely because of their ethnicity. Citizens and legal residents of Japanese, German, and Italian descent were required to register with the federal government in accordance with a law Congress passed in 1940.

This is an enormous undertaking, evidenced by the wealth of commentary. The process outlined by PED for adoption of the new standards includes a one year period from December 2021 to January 2022 to develop revisions to the proposed standards based on the comment received. I am confident that the PED will carefully consider the many thoughtful, specific comments and suggestions from this comment period. I hope that, given that the revisions are likely to be extensive, PED will also publish the revisions and open a second public comment period before finally adopting the new standards.

Celia Ludi
Santa Fe

[EXTERNAL] Adoption of new social studies standards

mimi.roberts@planetera.com <mimi.roberts@planetera.com>

Thu 11/11/2021 10:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

I am writing in support of the adoption of the new social studies standards. As a parent who raised three children in the Santa Fe Public Schools, I would like to make the following points about what the standards will do to begin the process of closing the achievement gap in our schools:

- Help students to develop a positive social identity and sense of civic pride.
- Help students to understand how our nation's past affects present society.
- Help students to develop critical thinking skills through a focus on inquiry rather than memorization.
- Promote cross-cultural understanding and prepare students to live in a multicultural society.
- Eliminate hate and restore empathy.
- Help students to learn the difference between fact and opinion.

Thank you,
Mimi Roberts

[EXTERNAL] Proposed Social Studies Curriculum comment letter

Jessie Lewis <jlewis@ltschools.net>

Thu 11/11/2021 10:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: jstone29@rocketmail.com <jstone29@rocketmail.com>

 1 attachments (2 MB)

NMAC6.29.11 JL_PC.pdf;

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[Submitted for public comment on proposed social studies curriculum](#)

Thank you,
Jessie Lewis

Sent from my iPad

Jessie Lewis **Parent, citizen, community member, and governing committee member**

RE: Notice of Proposed Rulemaking to obtain input on the proposed repeal of 6.29.11NMAC, Social Studies, to be replaced with 6.29.11NMAC Social Studies, public comment

November 10, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. John Sena:

I am writing to express my concerns with the proposed draft Social Studies standards curriculum, to express my antipathy for the implied, sometimes explicit racial ideology, and to respectfully request that you

- 1) Extend the public comment period and
- 2) Encourage PED to submit the proposed curriculum to the State Legislature for formal, well-publicized, public hearings.

I have had numerous conversations with parents and teachers who expressed concerns over having inadequate information on the proposed changes and having inadequate time to review the draft standards and the resources used to create those changes. I urge you to extend the review and comment period, and to submit the proposed curriculum to the State Legislature for formal public hearings which the public may attend.

My primary concern with the proposed Social Studies curriculum is an apparent disrespect for our country's foundations and for **ALL** of its people, ALL people of varying races, creeds, cultures, beliefs, politics, class, background, personal identity, etc.; for which our founding documents were created in the pursuit of constant betterment, where "all [men] are created equal."

Overall and throughout, the curriculum focuses on diversity, inequity, injustice, and oppression. Americans with various and mixed backgrounds, flourish when the focus is on what we have in common. Our duty to teach our children how to get along, to cooperate, to respect others

despite our differences; must not be supplanted by a curriculum that disparages their differences, such as who has “oppressed” them?!?!?! The proposed curriculum includes copious focus on slavery and oppression, yet contains no mention of why America fought for independence, no mention of the countless soldiers and citizens who fought to abolish slavery.

The proposed curriculum heavily emphasizes both the “global community” as well as slavery. It stresses human rights’ atrocities and inequities within the United States; yet the curriculum evades addressing the perpetuation of human rights’ violations, human trafficking and slavery amidst the global community. The exclusion of these topics, in itself, is inequitable.

I am concerned with the curriculum’s disrespect for America’s history and our foundational documents. In the current Social Studies curriculum, American History is taught. Our country’s history, as imperfect as it may be, provides evidence from the past that gives us insight into why we must behave as a civil nation. Teaching a broader range of topics is forward thinking, but in ignoring the data, the facts of the past, we risk losing our understanding of why we as a society have changed, and why our most important basic tenets have remained.

- The curriculum should first provide historical context before adding contentious and difficult topics.
- The proposed curriculum must present significant American historical events and figures.
- Children should be taught the meaning of the Pledge of Allegiance, what it means to be a citizen of the United States and that standing together as a nation is important. Students should be allowed to continue the non-compulsory recitation of the Pledge.
- The names of specific documents - “The Bill of Rights” and “The Declaration of Independence” must be capitalized. Treating the names of these documents as common nouns is as disrespectful as addressing our Governor as governor michelle.

I am also concerned with use of language and rhetoric within the proposed standards. An entire section of the Social Studies curriculum is entitled, “Ethnic, cultural, and identity standards”. This is a concocted concept: “Identity Standards”; what is it doing in curriculum? How does NMPED attempt to define what “identity standards” are in education. Are our children to be branded?

Rhetoric such as: “critical consciousness”, “community equity”, “global community”, social identity”, “reconciliation”, and “implicit bias” indicate a politicized educational agenda.

Many terms and concept titles are devices, subterfuge that give an educator opportunity to teach their beliefs over historical facts. There are loopholes within the curriculum where a student's education may be manipulated by a teacher, an administrator, or another to present one's own agenda.

*Proposed 6.29.11.21 (A)(1)(i)
"...evaluate what an efficient,
equitable, and just economic
system would look like in the U.S."*

Comment: What standard indicates what/who defines equitable and just economic system?

*Proposed 6.29.11.11(E)(2),
6.29.11.15(E)(7),
6.29.11.15(E)(12) "...justice and
fairness", "unequal power
relations", and "past and current
injustices".*

Comment: While these can be debated and discussed, these topics are highly subjective. For these concepts to be included as an "Anchor Standard" within the topic of "Identity Standards" leaves far too much room for interpretation. A child's identity if formed by their interactions, experiences, their own history; attempting to teach a child what their identity should be by interpretation or another's past is dishonest and manipulative.

*Proposed 6.29.11.10(E)(1)(a),
6.29.11.11(E)(1)(a) "expressing a
positive view of themselves
without being mean or making
other people feel bad..."*

Comment: While a student can choose their words, they cannot control how others feel. It is highly inappropriate to make one student responsible for "other people's feelings". This does not belong in curriculum.

*Proposed 6.29.11.15(E)(3)
"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".*

Comment: This seeks to divide students based on what is perceived a *social identity*. Barriers as well as access, has traditionally, or is optimally, directly related to personal characteristics and may be bolstered by a demographic, not a *social identity*. Using this rhetoric in educational material has direct potential to be propagandist. Just as Proposed 6.29.11.15(E)(8) "brainstorming ways in which New Mexicans might heal from past and current injustices" Informing young students that they "might heal from...injustices" makes them victims without their consent. Education shall not teach victimization. Why not use the opportunity to teach the benefits of collaboration for a community in duress?!

*Proposed 6.29.11.21 (A)(1)(gg)
“examining the history of guns in
America as compared to other
world powers and the
consequences of gun violence...”*

Comment: To examine the history of guns in America, one would include the Constitution and its Bill of Rights. This examination of history would include the reason Americans have had guns, protected their rights to have guns, and include how this has protected them. An appropriate examination would also include what has happened to citizen’s rights in countries where they do not possess the right to protect themselves, how violence is not extinguished just because rights are removed, and how it is the “violence” of the law breakers that is the problem, not the gun. To use the rhetoric “gun violence” is inappropriate, a gun does not perpetuate violence, a criminal does. This is an important lesson for any student.

*Proposed 6.29.11.21 (A)(1)(ii)
“examining anti-immigrant
sentiment in the United States...”*

Comment: It would be far more appropriate and relevant to discuss “anti-illegal-immigration” sentiment since that is the more pertinent issue. Many Americans are here as a result of immigration and don’t oppose it; on the other hand, students would benefit from learning how unlawful migration affects their nation and their state. They would also benefit from learning about atrocities across the globe that create refugees, and the importance of American humanitarian efforts to aid the people suffering humanitarian atrocities.

*Proposed 6.29.11.23(A)(1)(d)
“...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”*

Comment: This can be highly refuted. While the media hasn’t been very honest about their reporting, statistics and studies disprove many of the “systemic inequity” arguments. Many opportunities are afforded by individual economics, fortune, merit, tenacity, etc. These things are better indicators of opportunity, not “identity groups”; and I am appalled that education is teaching about “privilege” without talking about how anyone in America is far more “privileged” than others in the “global community”. This does not belong in high school education. Leave the debate for college!

I have attempted to select the most egregious items in the proposed Social Studies curriculum. Admittedly, it has been difficult. Though I take no issue with re-evaluating curriculum to update the most recent events that expand on our history and shape society, I disagree with revising data and omitting facts - basically eliminating evidence needed to determine how we came to behave as we do in today's world. Additionally, I see the manufactured terms and manipulated meanings to teach a conflated agenda as unacceptable.

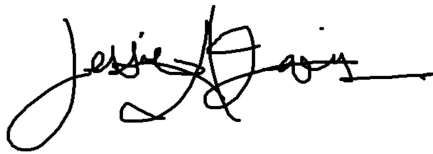
Some proposals are reasonable updates while others are quite contentious, inappropriate, or otherwise, dishonest and disrespectful. I believe a redraft of the entire curriculum is in order; and each and every occurrence of "Ethnic, Cultural, and Identity Standards" should be removed.

The proposed curriculum fails to provide a balanced history. It fails to provide positive attributes of the United States of America, of the state of New Mexico and of its people. Students in this state should be taught what makes them exceptional human beings, and I will support curriculum revisions that teach Our History: a history that includes the good and the imperfect; a history that shows the dilemmas and perseverance of our ancestors, and a history that celebrates our identities. An understanding of history can encourage students to become responsible citizens within for our state, our nation and within the global community.

and

I appreciate your dedication to education, and to our youth - our future.

Respectfully,



Jessie Lewis

[EXTERNAL] Public Hearing Comment Re: Social Studies Standards 11/12

Andres Esquivel <andres@nmdreamteam.org>

Thu 11/11/2021 10:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I'd like to place a comment for the public hearing on November 12 regarding the social studies standards.

Having standards set for social studies to be taught to reflect various groups in our society does not create division, instead it creates empowerment and understanding. During my public school years, I never learned anything about my people and our history, nor the cultures and histories of the various other groups who inhabit New Mexico and the rest of the United States. I only learned about Europeans and their descendants. It wasn't until I was in university that I learned about the rich history of indigenous peoples, black folks, Chicano/a/es, and all other groups in this country. This gave me a feeling of empowerment and hope, as well as a better understanding of my friends and neighbors who I share space with. I feel like this is more important to be taught to younger children as I don't want them feeling as alienated as I did during my school years, but instead proud of where they came from and proud of the resilience of their ancestors, as well as having a shared understanding of the histories of their friends and neighbors. While I feel like there could be more done, I think the proposed updated standards are a good first step in creating a much more equitable curriculum for New Mexican Students. Thank you.

Best,

Andres Esquivel (he/him/el)
Education Justice Organizer
(505) 304-3412



[EXTERNAL] CRT theory

Shane T <roseofsharon500@hotmail.com>

Thu 11/11/2021 10:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear New Mexico Public Education Department (PED):

I do not support changing New Mexico's Social Studies curriculum so that it mandates teaching our children Critical Race Theory (CRT.)

Please cite ANY time in history where being devisive has EVER brought about unity between people.

This would be a highly irresponsible change that only will cause humiliation to all our children and young adults. Our focus should be to educate, not isolate the students of New Mexico.

Thank you,
Sharon Taylor

Sent from my iPhone

[EXTERNAL] Comments on Proposed K-12 Social Studies Standards

Amanda Dreyer <aj_dreyer@hotmail.com>

Thu 11/11/2021 10:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM PED,

I have reviewed your proposed K-12 Social Studies Standards and I strongly object to adopting it to teach our children. The standards reflect Critical Race Theory and that worldview is not only divisive, but is not based in truth. CRT is not America's history. We need to teach our children America's true history, which includes our accomplishments and our mistakes. America is the greatest nation on earth, a place of freedom. That is why people came, and still come here from all around the world. Please do not adopt the proposed standards. CRT will further hurt our students and our schools here in NM. Instead, we need to teach our true history.

Thank you,

Amanda Dreyer
Tijeras, NM 87059

[EXTERNAL] Change in New Mexico Standards

Anne LechugaKanapilly <annelechugakanapilly@abhs.k12.nm.us>

Thu 11/11/2021 11:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I am a student in New Mexico and I support the change in the New Mexico curriculum. I think it would be beneficial to the upcoming generation to learn more about their identities and how to interact respectfully with other identities.

Growing up within the New Mexico Educational system, there was a lot that I missed. When I was younger I didn't know that the Spaniards had committed such violent atrocities. But because of how I was raised and who I grew up with, I was finally able to learn and understand. I think this is a story that a lot of New Mexican students can empathize with, as there are cracks in the history that is taught to us. The curriculum we currently have is very biased towards certain identity groups, and kids that don't fit within those cookie-cutter shapes don't have the chance to learn about their culture or their identity.

I have reviewed the drafted curriculum from Kindergarten to the 12th grade, and I don't think that any of the new information takes away or demeans from one group or another. The proposed curriculum is able to combine learning how to respect other people, how to solve issues we will face in the future, and being able to stay true to our personal identities.

Please be mindful of the impact voting on this curriculum has for ourselves and our future generations.

Thank you,
Anne LK

This message contains information, which may be confidential or privileged, and is intended only for the individual or entity named above. It is prohibited for anyone else to disclose, copy, distribute or use the contents of this message. If you received this message in error, please delete immediately and notify the sender.

[EXTERNAL] PED: Proposed K-12 Social Studies curriculum standards

Kristin <dougkristinpoppe@hotmail.com>

Thu 11/11/2021 11:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I am expressing my strong disappointment to the change of this hearing from in-person to virtual-only, disenfranchising countless New Mexican parents from having a voice in the curriculum of their local schools. In light of this short-notice change and in the spirit of fairness and transparency, it is my hope that the PED will extend the public comment period.

The proposed social studies standards for K-12 are disturbing and frankly, anti-American. During these days of critical military, economic, and political maneuvering by our foreign enemies, instilling in our children a pride of country and its rich history as a beacon of freedom and opportunity for the entire world is more important than ever if our country is to remain so. Unfortunately, the proposed standards promote racial, gender, and political division rather than unifying our children (and citizens). History is not black and white because history is the story of people and we are all flawed. While I believe it's important to point out shortcomings in our historical figures and actions of our country, we must not let these issues paint over 250 years (a very short amount of time in the scheme of history) of greatness and unprecedented achievement with a negative brush. Adopting these standards will encourage disloyalty and civil unrest in our county when we need unity more than ever. Teaching history by asking children to judge the actions of few through the lenses of today is a disservice to children and future adults by sending the message that political correctness is paramount above all and will shame them from offering any dissent, critical thinking, or polite debate.

Too many of adults are not familiar with the U.S. Constitution and how our government works. New Mexico would do well by reinstating these lessons into social studies curriculum in lieu of the proposed changes. Free enterprise, unbounded opportunity, democratic ideals have made the United States a world leader in all elements of freedom for its citizens in an unprecedented amount of time. Our children should be taught about the sacrifices and ideals that delivered our nation where it is today and that we must continue to defend it.

In response to restrictions and educational changes that don't coincide with published science regarding the spread of COVID-19 among children, we removed our last child from the New Mexico Public School system last year. We hoped that these changes were short-lived and that my children would be able to return to public school within a few months. Sadly, that has not been the case, but the adoption of these curriculum changes would be the final obstacle to our wish of having our children return. We refuse to have teachers and peers shame (vis-à-vis this curriculum) our sons for being male and of European descent. Sexuality and gender discussions are a private matter to be discussed within our family; we do not want valuable school instruction time dedicated to LBGQTQIA+ history or issues. My ancestors fled Mexico due to terrorism and brutality during the time of Pancho Villa's assault and takeover of Zacatecas. They fled to America because it was a beacon of hope in a time of turmoil and fear and it offered liberty and opportunity ensured for future generations. Within a single generation of public education, adopting these standards would tear down what so many risked their lives for to get here. Please remove this proposed curriculum from consideration. Failing that, please extend the comment period to ensure greater access to the proposed changes and to allow more New Mexican parents to have a voice in their children's education.

Sincerely,
Kristin Pope
Carlsbad, New Mexico

[EXTERNAL] Comments on Proposed NM Social Studies Standards

Blanchard, Rosemary A <rblnchrd@skymail.csus.edu>

Fri 11/12/2021 12:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 3 attachments (3 MB)

Letter from HRE USA NM to PED.pdf; NM-SS-Standards-For-Teachers-PRE-RULE-VERSION-Edited to Send_-.pdf; HREUSA_EAD_Joint_Civics-HRE_Brief.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

FROM: Rosemary Ann Blanchard, J.D., Ph.D., New Mexico Regional Representative, Human Rights Educators USA (hreusa.org)

TO: New Mexico Public Education Department, Office of the Secretary of PED, Office of Curriculum and Instruction, Office of Literacy and Humanities, Office of Policy and Legislative Affairs

SUBJECT: Comments and Recommendations on Draft NM Social Studies Standards Pursuant to Rulemaking Process for Proposed Repeal of **6.29.11 NMAC, Social Studies**, to be Replaced With **6.29.11 NMAC, Social Studies**.

SUBMITTED: November 12, 2021

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INTRODUCTION AND STATEMENT OF SUPPORT:

I am writing as a retired educator, resident of New Mexico and current regional liaison with Human Rights Educators USA, a national network dedicated to building a culture of human rights (<https://hreusa.org>). HREUSA urges each state that takes up the serious task of social studies standards revision to pay particular attention to the importance of human rights education (HRE) in developing civics education that fosters participation in an inclusive, democratic society. The human rights friendly orientation is a tool for building school climates that value every student and provide opportunities for all students to engage with their school and community to create more equitable solutions to shared concerns.

I wish to share my support for the hard work New Mexico educators have undertaken to update the Social Studies Standards that will guide the education of New Mexico's children in the multiple disciplines that make up the social studies. In particular, I appreciate the attention given in the proposed standards to employing Inquiry as the primary method for students to

explore the many civic, historical, economic, social, and cultural issues that they will address and have an impact on both during their time as students and throughout their adult lives as participants in the life of our state, nation, world. I applaud the attention given to the social studies of the Indigenous nations and communities situated in and near our state and to all our diverse cultural communities and their complementary, mutually challenging histories.

HUMAN RIGHTS AND CIVIC EDUCATION - BETTER TOGETHER

HREUSA has worked for many years to collaborate with and positively influence the work of major social studies organizations such as the National Council for the Social Studies (NCSS, <https://www.socialstudies.org/>) and, more recently, the Educating for American Democracy project (<https://www.educatingforamericandemocracy.org/>). Indeed, HRE USA and EAD have collaborated on a short briefing paper on the important relationship between human rights and democracy. I am attaching a copy to the email that transmits this letter. In addition, you may find it at https://drive.google.com/file/d/1fwDUThvI8bDz_khS1yeZ082po2omHOin/view?usp=sharing).

In addition, HRE USA has supported the deep professional work undertaken within NCSS to incorporate human rights education into the social studies canon. We support the position statements adopted by NCSS that call for human rights education to be incorporated into social studies at every grade level through

“a comprehensive commitment and a coordinated plan of action to (1) recognize the importance of human rights education; (2) integrate human rights education into social studies curricula, schoolwide policies, and classroom practices (<https://www.socialstudies.org/position-statements/human-rights-education> and <https://www.socialstudies.org/social-education/79/3/human-rights-education-necessity-effective-social-and-civic-learning>).

Likewise, HRE USA applauds the references to human rights and social justice in the NCSS National Standards for the Preparation of Social Studies Teachers, which urge candidates to

“reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities” so that they can “create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society (Standards 5 and 4).”

RECOMMENDATIONS FOR EVEN BETTER SOCIAL STUDIES STANDARDS

As stated above, HRE USA New Mexico Region and I personally strongly support the work done by New Mexico educators to create more inclusive, honest social studies standards, which acknowledge the various ways different groups have experienced our history, participate in our economic life and engage with our civic institutions. It is important to address the pain and the progress of the United States' nation building history. Only by facing, acknowledging and building upon all of our history and our contemporary differences and commonalities can we work with all of our people as we continue to “form a more perfect union.” I urge those working to finalize these standards not to be deflected from your commitment to build an inclusive, healing, forward looking social studies program.

As someone who has worked with or commented upon social studies standards revision projects in a number of states(California, Minnesota, Massachusetts, etc.), and a former legislative staffer (in Montana and in the Navajo Nation), I always look carefully at the text of any law or regulation and make recommendations to enhance the clarity and improve the focus of the text. I have done that with the Pre-Rule Draft of the NM Social Studies Standards, using in line editing features of Adobe Acrobat. The results are attached to the email that transmits this letter, and can also be found at https://drive.google.com/file/d/1LrGAFHdU6A1kLAhjhW_DRGoBuXYX1iIQ/view?usp=sharing .

Many suggested edits, particularly in the standards for primary and elementary grades, seek to guide students to an understanding of the fundamental principles of human rights through examples, activities and language that resonate with our youngest learners' own experiences, using the performance standards already in the draft, with slight modifications or additions. There is more about human rights to be learned in the playground than almost anywhere else in school, and children, especially young children, have a natural understanding of fairness, especially as it applies to themselves. They understand better than many adults why fairness for all of us is best for each one of us.

NEED FOR AN ANCHOR STANDARD ADDRESSING HUMAN RIGHTS

One important recommendation to you in your finalization of the proposed social studies standards is that you more fully incorporate human rights themes and instructional practices into the final draft by adding an Anchor Standard that specifically addresses Human Rights. Human Rights are based on the fundamental principle, as expressed in the Preamble to the Universal Declaration of Human Rights that

“recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. (UDHR, Preamble)”

A possible location for an Anchor Standard on Human Rights is through the Ethnic, Cultural, and Identity Studies strand:

Anchor Standard [#] Universal Human Rights Awareness

This can and should be augmented by adding language to Civics Anchor Standard 3, Civic Dispositions and Democratic Principles, to make clear that the "civic dispositions" being taught are civic dispositions appropriate to participation in an equitable, pluralistic democratic society.

Anchor Standard 3 Civic Dispositions and Inclusive Principles For A Pluralistic Democratic Society

These additions/changes to the Anchor Standards can then become the basis for incorporating human rights awareness and respect for the inherent dignity of every person into the performance expectations for students at every grade level, and into the culture of the schools where social studies are taught.

CONCLUSION AND THANK YOU.

Thank you for your work to build more inclusive, culturally aware social studies expectations for all of New Mexico's students. I trust that you will consider all the comments that you receive from every source and opinion. Then, I urge you to finalize the current draft as soon as possible so that all New Mexicans can employ a common standards framework for teaching our children and young people to value, participate in and work to improve their own communities, our shared community of New Mexico, our nation, and the global community as a whole. Please give attention to the specific recommended text edits incorporated into the marked-up copy of the Pre-Rule Draft included with these comments.

Please let me know if you wish any further clarification or expansion of these recommendations.

With regard,

Rosemary Ann Blanchard

Rosemary Ann Blanchard, J.D., Ph.D.
HRE USA NM Regional Representative
Associate Professor of Education Emeritus,
California State University Sacramento
Associate Professor of Social Sciences Retired
University of New Mexico Gallup
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Peace and justice are two sides of the same coin.
Dwight D. Eisenhower



Human
Rights
Educators
USA

HRE USA New Mexico Regional Chapter
Rosemary Ann Blanchard, Regional Representative
rblnchr@skymail.csus.edu; (505)280-1245
1727 Los Jardines Pl., NW, Albuquerque, NM 87104

A national network dedicated to building a culture of human rights.

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HRE USA NM Regional Representative
Associate Professor of Education Emeritus,
California State University Sacramento
Associate Professor of Social Sciences Retired
University of New Mexico Gallup
Research Lecturer III, Peace Studies, UNM
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[FROM: Rosemary Ann Blanchard, J.D., Ph.D., NM regional representative for Human Rights Educators USA (hreusa.org):
TO: NM Public Education Department: Email: rule.feedback@state.nm.us; Fax: 505-827-6520; Mail: Policy Division, PED, 300 Don Gaspar Ave., Santa Fe, NM 87501
Below are comments, annotations and specific language recommendations for the Draft NM Social Studies Standards published by NM PED as part of the proposed rule making for social studies standards revisions. The commentator has used the Draft, Pre-Rule Copy, because it is easier to enter specific language recommendations and comments on that document. Inquiries, etc. may be addressed to R.A. Blanchard at rblnchrd@skymail.csus.edu, 1727 Los Jardines Pl., NW, Albuquerque, NM 87104]

New Mexico Social Studies Standards

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Note from Rosemary Ann Blanchard, NM Regional Rep for Human Rights Educators USA (hreusa.org):

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[The memo accompanying these textual comments begins with an introduction to Human Rights Educators USA and a thematic explanation of the need for the inclusion of Human Rights Education (HRE) in social studies, civics and cultural studies , then references position statements by the National Council for the Social Studies (NCSS) on HRE, Indigenous Education, LGBTQ+ equity, etc.and NCSS National Standards for the Preparation of Social Studies Teachers. The memo references the connection between Civics education for pluralistic democracy and Human Rights Education, referencing the Charter of the Council of Europe on Democratic Citizenship and Human Rights Education, and the flyer developed by Educating for American Democracy and Human Rights Educators USA stressing the intersection between human rights education and democratic civics education.]

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[This document is written as comments on and recommendations for the Pre-Rule Social Studies Standards for Teachers published by the NM Public Education Department (https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf) and includes a textual analysis and recommendations for specific wording in various sections of the Draft, using red comment boxes on the PED draft document.]

..

[Please note that comments appear in black type with brackets ([]) around them and suggested language for the standards appears in **RED TYPE** with quotation marks around them. Suggested new sections, anchor and performance standards begin with the word '**ADD:**' followed by the proposed section in quotation marks.]

..

Introduction

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

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

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

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

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

Overview of the Standards

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

There is need for an Anchor Standard or equivalent conceptual frame addressing Human Rights -- tied to Civics as well as ethnicity and race -- see EAD two-pager (it's three pages) on Civics and Human Rights Education
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Each set of grade level standards begins with a set of inquiry standards. The inquiry standards define key skills within social studies. These standards are meant to be used in concert with the content standards throughout the course of study, whenever appropriate. How these standards are integrated into the curriculum is a school and classroom decision.

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

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

How to Read the Standards

Color Coding of the Standards

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

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

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

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

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

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

Anchor Standards

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

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

[Anchor Standards for Civics need to make clear that the "civic dispositions" being taught are civic dispositions appropriate to participation in an equitable, pluralistic democratic society. Civic dispositions can exist in regard to any system of government, whether democratic or autocratic. The Council of Europe has adopted a Charter on Education for Democratic Citizenship and Human Rights Education which encourages member states to implement measures to incorporate both "education for democratic citizenship" and "human rights education" into "the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training." Section III, Article 6. The National Council for the Social Studies has adopted position statements recognizing "the importance of teaching and learning about human rights 'from early childhood through advanced education and lifelong learning' and through 'Integrating human rights education into social studies curricula, schoolwide policies, and classroom practices; (<https://www.socialstudies.org/position-statements/human-rights-education>). "]

Anchor Standards for Ethnic, Cultural and Identity Studies need a Human Rights Awareness Anchor Standard . The National Council for the Social Studies, both in 2014 and 2021 has identified Human Rights Education as a necessary part of social studies education at every grade level. See <https://www.socialstudies.org/position-statements/human-rights-education> . Important in this context is teaching not only the Declaration on the Rights of Indigenous Peoples, but also including the Right to Culture under the International Covenant on Civil and Political Rights -- a Human Rights Treaty ratified by the US since 1992 that guarantees the cultural rights of minorities, including Indigenous peoples.

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Kindergarten

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

ADD: "Demonstrate respect for others and fairness in constructing responses"

"while demonstrating growing awareness of respect for others and the fairness of actions considered"

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

[Add: "Explain why rules should be fair to everyone and how fairness helps us work together."]

ADD: "Identify why it is important that rules are fair and why respectfully objecting to unfair rules can be important in a democracy."

ADD: "Identify who these authority figures have authority over. What is the role of a person in a democracy who is subject to the legitimate authority of an authority figure?"

Theme 2: Myself and My Community	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> • K.10. Identify the local, state, and national symbols (e.g., flag, bird, song) <p>← ". tribal"</p> <p>← ADD Performance standard: "Build respect for each other's important symbols"</p>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • K.11. Compare traditions found in communities over time. <p>← ADD; "Explore how to show respect for the traditions of different communities and groups."</p>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> • K.12. Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders) <p>"and who are the members of the communities that these leaders are responsible for?" ↗</p>
Ethnic, Cultural, and Identity Standards 19. Diversity and Identity	<ul style="list-style-type: none"> • K.13. Sequence important events in your life. • K.14. Identify how individuals are similar and different. <p>← ADD: "Recognize how, despite our differences, every individual is similar in their right to be respected as a person."</p>

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

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

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

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First Grade

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

Theme 1: Living, Learning and Working Together	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 1.7. Explain and provide examples of how people play important roles in society. <p>← ADD: "Explain why every member of society is important. Give examples of people whose importance to society is not always recognized or was not always recognized in the past."</p>

Ethnic, Cultural, and Identity Standards 21. Community Equity Building	<ul style="list-style-type: none"> 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together. ← ADD: "Explore why it's important that people show respect for each other so they can more effectively work together"
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Theme 2: Cultures Within Our Communities

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 1.9. Compare life in New Mexico in the past to life in New Mexico today.
History 16. Historical Thinking	<ul style="list-style-type: none"> 1.10. Compare fact and opinion in stories and narratives from the past. 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 1.12. Examine and identify cultural differences within a community. ← ADD: "Explore how cultural differences can lead to misunderstandings if they are not respected and how cultural differences can also make a community stronger for all"
Ethnic, Cultural, and Identity Standards 20. Identity in History	<ul style="list-style-type: none"> 1.13. Investigate significant events, people, and observances in history, and discuss their effects on local and national communities. ← ADD: "Consider why different communities may have been affected differently by the various significant events in history you investigate?"

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

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

Theme 5: Multiple Identities

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

ADD: "Explore how our differences in belief, way of life, family life, community membership, and identity contribute to making our whole community more interesting and how respect for these differences help us to become a stronger community."

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Second Grade

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

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

ADD: "Examine and compare how American democratic principles have been interpreted over time and have become more equitably applied to various individuals and groups in our nation."

Theme 1: We the People (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 2.11. Examine and understand the qualities of good leadership. <p>← ADD: "What does leadership require if a society is to treat its members fairly. What is required of leaders in a democratic society?"</p>

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

Theme 3: What We Make and Use

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

"and with various members of their own communities"

"and different ways resources are exchanged within and between communities"

Theme 4: Cultures and Environment

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

ADD: "Locate the various Indigenous nations and communities in the states of the Southwest."

Theme 4: Cultures and Environment (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Geography 13. Human-Environmental Interactions and Sustainability</p>	<ul style="list-style-type: none"> 2.26. Describe ways in which individuals and groups use or save natural resources. <p>← ADD: "Describe changes in the ways we are using, saving and sharing natural resources today. Explore more ways our use, saving and sharing of these resources could change as our world and its climate changes."</p>

Theme 5: Multi-Identity Interactions

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p>	<ul style="list-style-type: none"> 2.27. Express a positive view of themselves without being mean or making other people feel bad. 2.28. Describe ways we are similar and different from people who share identities, and people who do not. <p>← ADD: "Explore positive ways of viewing people who are different from ourselves."</p>
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 2.29. Demonstrate respect for the feelings of people who are similar and different from me. <p>" , dignity and humanity"</p>

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Third Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 3.1. Identify disciplinary ideas associated with a compelling question. ● 3.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 3.3. Determine the credibility of one source. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;">← ADD: "Identify how different perspectives can lead to different interpretations of events."</div>
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 3.4. Cite evidence that supports a response to supporting or compelling questions. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;">← "; do different individuals or groups interpret the supportive evidence differently? ←</div>
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. ● 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;">← ADD: "Help build an environment in which all students feel respected and feel safe to participate authentically in coming to decisions."</div>
Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 3.8. Explain how the democratic principles motivate people to migrate then and now. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;">← "and a desire for respect and dignity"</div>

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

"an inclusive democracy." [OR "a democracy that includes people of different cultures, races, genders, family types and differently abled people."]

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

← ADD: "Listen to stories from community members about how their family came here."

→ ", and how New Mexico has had and continues to have an impact on world events."

ADD: "See where different family stories fit into the timeline."

ADD: "Listen to stories shared by Indigenous community members about their family's experiences of removal, return and remaining in place."

Theme 3: Global Issues and Events	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 3.15. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities. ← ADD: "How have different communities supported their members to help meet these needs in past and today?"
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> 3.16. Investigate who receives the goods that are produced in various world communities. ← ADD: "Where are goods we use every day in class and at home produced?"
Economics 9. Global Economy	<ul style="list-style-type: none"> 3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities. 3.18. Explore the basic economic concepts of supply and demand 3.19. Explain how supply and demand influence prices and trade. 3.20. Describe how technological developments in transportation and communication influence trade over time. 3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. 3.22. Compare currency, credit, debit, and checks in the United States to other world money systems.

Theme 4: Our Changing World	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 3.23. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement. 3.24. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.

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

Theme 5: Global Diversity and Identity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 3.27. Express a positive view of personal identities without making someone else feel badly. 3.28. Compare and contrast cultural identity with other people and groups. <p>← ADD: "Demonstrate respect for identities and personal characteristics different from one's own".</p>
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. <p>← ADD: "Share personal stories of people working to improve justice, fairness and wellbeing for themselves and for others."</p>

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Fourth Grade

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

← ADD: "Identify evidence that might support a different response."

← ADD: "Help build an environment in which all students feel safe to participate authentically in coming to decisions."

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

← ADD: "Evaluate whether these laws treat different groups of people equitably and all people fairly."

*ADD: "Explain the importance of fairness in the ways governments make and carry out decisions."
*ADD: Understand how some traditional sovereign governments rely on traditional practices to choose leaders and make decisions."

Theme 1: New Mexico Government Past and Present (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. <p>ADD: "Explore how the roles of different groups, including Indigenous peoples, traditional Hispanic communities and others have changed over time in influencing state issues and actions."</p>

Theme 2: Migration and Settlement in New Mexico

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i> <p>[Is "pioneer" the best term here?]</p>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 4.11. Describe the different groups of people (Indigenous and explorers/pioneers) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts
History 17. Historical Thinking	<ul style="list-style-type: none"> 4.13. Create a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers. <p>"by Indigenous peoples and by contacts and conflicts among different settlers."</p>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.14. Examine the changes in governance of New Mexico (Indigenous, Spanish, Mexican, Texan, Confederate, US) <p>ADD: "Explore the contemporary forms of governance that derive from earlier forms of governance (e.g. traditional Indigenous governments, land grant associations, acequia governance, etc.)"</p>

Comment: [Is "pioneers" the most appropriate term for both the Hispanic and Mexican settlers and the Anglo-American settlers who came after them? It's important the students look at the various waves of settlement and their effects not only on Indigenous peoples but on the various groups of settlers themselves.]

Theme 3: New Mexico Trade and Industry

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

Theme 4: Resources and Land Use in New Mexico

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

Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 4.23. Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs. <p>← ADD: "Explore how geographic factors have influenced conflicts over land, water and other natural resources among settlers, Indigenous communities and contemporary occupants."</p>
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Theme 5: New Mexico Identity and Diversity

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 4.24. Explain why individuals and groups during the same historical period differed in their perspectives towards significant historical events. <p>← ADD: "Explore how different individuals and groups today share similar and different understandings of these same historical events."</p>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment. <p>← ADD: "Share appropriate, respectful stories of their own and their group's lives and experiences."</p>
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 4.26. Explain connections among historical contexts and people's perspectives at the time. <p>← ADD: "Explore how differences in experiences of history affect different people's and groups' perspectives today."</p>

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Fifth Grade

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

ADD: "Explore why even when people rely on credible sources they sometimes come to different conclusions."

↑ ", and explore how these perspectives help to increase understanding of the compelling question."

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Theme 1: Development and Establishment of U.S. Government

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

ADD: "Examine how the foundational documents affected different groups."

ADD: "Explain how different groups and categories of persons were affected by these principles both at the time of writing and in subsequent periods."

"and non-citizens."

ADD: "Examine how different groups and categories of persons were affected by these rights from their first adoption until today."

Theme 2: Inequality and Justice in the US

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

ADD: "Describe how the understanding of fundamental principles of human rights has been shaped by previous inequities and have shaped approaches to dealing with the continuing conflicts they produced."

ADD: "Explore how different groups' experiences of history continue to affect our national identity today"

[Students, and others often get the incorrect impression that the Bill of Rights and the 14th Amendment apply only to Citizens. This is not correct and gives a much more restrictive understanding of the rights of all persons. The fact that some provisions of the Bill of Rights apply to all "persons" is a gift that the U.S. system gave to the world, as reflected in the Universal Declaration of Human Rights.]

Theme 2: Inequality and Justice in the US (Continued)

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

ADD: "Examine the effects each of these conflicts had on different individuals and groups."

ADD: "Examine how these historically-based differences in perspectives continue to affect people's understanding of these major historical events and their relation to today."

Theme 3: Human Rights and Economic Development

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

ADD: "Compare the importance of individual and community economic success in different cultural groups."

"; include the "human resources" of these countries and regions in the analysis."

" and the economies of other countries that produce goods exported to the United States or import goods produced in the United States."

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

Theme 5: Identity in Multiple Spaces	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 5.29. Identify the beliefs, experiences, perspectives, and values that form points of view about civic issues. <p>ADD: "Demonstrate the ability to discuss these differences in beliefs, experiences, perspectives and values in the classroom setting in ways that are inclusive, respectful and informed."</p>

[Remember that the United States not only has "territories," but at least one "Commonwealth (Puerto Rico) and one Federal district (District of Columbia).]

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

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

← ADD: "Identify who are considered the "main identity groups" and what groups may be missing from this analysis."

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Sixth Grade

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

[Later in 6th grade, students will be asked a question about "human rights violations" in the medieval period (6.52). They need to Explore the meaning of the term "human rights" as it applies to life in different periods, societies and geographic regions.]

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

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

← ADD: "Evaluate how human impacts interact with these natural forces."

← ADD: "Use storytelling to explore personal experiences of historical events."

Theme 1: Introduction to Geography and Historical Thinking (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures. <p>← ADD: "Examine how relationship with land (past and present) shaped group identities and cultures."</p>

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures

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

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.30. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Theme 3: Classical Eastern and Western Civilizations	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.31. Describe cultural and political structures in classical eastern societies. 6.32. Describe cultural and political structures in classical western societies. 6.33. Compare and contrast classical forms of government and political structure to our current United States government and political structure.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 6.34. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.35. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China. 6.36. Evaluate the factors that allowed classical civilizations to thrive.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.37. Identify the political and social issues that lead to the development of new philosophies during the classical period. 6.38. Compare strategies used by classical civilizations to maintain their empires. 6.39. Compare causes of decline in the Roman, Han, and Gupta empires.

ADD: "Describe cultural and political structures of diverse Indigenous Peoples of North America."

", and in traditional societies."

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

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

Theme 5: Post-Classical Trade Networks

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 6.46. Describe how trade networks and the transfer of goods and ideas linked post-classical societies. 6.47. Explain the role of trade in the development and growth of societies ← " , including societies in the Americas."
Economics 8. Money and Markets	<ul style="list-style-type: none"> 6.48. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.

Theme 5: Post-Classical Trade Networks (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.49. Use maps to represent the movement of key religions and philosophies over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.50. Compare the transportation innovations made to travel over challenging routes and establish trade routes ← "in different regions of the world."

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

Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.51. Use maps to explain how encounters and exchanges linked the world.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.52. Examine instances of conflict, oppression, human rights violations, and genocide in Medieval times as well as responses to these violations.
History 15. Causes and Consequence	<ul style="list-style-type: none"> 6.53. Analyze social, political, and economic effects of the Black Death on Europe.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

ADD: "Explore the differences in this historical period between conflicts within and conflicts among groups."

Glad to see "Human Rights" specifically referenced at last! However, it will be important to help students explore the meaning of the phrase "Human Rights" as interpreted by major international and domestic bodies. For example, look to the Universal Declaration of Human Rights for its extensive identification and description of Universal Human Rights.

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Seventh Grade

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

↑ " , composition,"

ADD: "Define the meaning of "ally" in different contexts."

← Help create an environment in classrooms, schools, communities that supports inclusion and participation of all.

I suggest some in class exploration of what it means to be an "ally".

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

"this part of"

"and historical patterns of land-use among distinct cultural communities."

Theme 1: The Land, People & Resources of New Mexico (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p>	<ul style="list-style-type: none"> 7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. " , including livelihoods, land-use, economic relationships, family structure." 7.27. Define and explain the present demographics of our state. "describe" [a better word than 'define'] 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. " , finance, employment, housing."

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

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

" , hunting, foraging, and"
[Remember that many Indigenous Peoples had definite, successful strategies for sustainable hunting and foraging for their basic needs.]

Theme 2: The Earliest New Mexicans (c. 12,000 BCE – c. 1200 BCE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.34. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. 7.35. Describe the technical limitations of historians and archaeologists studying the distant past.
History 16. Historical Thinking	<ul style="list-style-type: none"> 7.36. Explain the use of artifacts in dating and understanding the lives of prehistoric peoples. 7.37. Describe the similarities and differences between nomadic and semi-nomadic lifestyles

Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 7.38. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities. <p>← ADD: "Describe the roles of allies in supporting long-term survival of traditional communities."</p>
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.39. Summarize the relationship between specialization and interdependence. 7.40. Explain barriers to trade and how those barriers influence trade among individual people and cultural groups. <p>← ADD: "Explore the evidence of trade among Indigenous peoples of the Americas prior to European contact."</p>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.41. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples. 7.42. Connect cultural adaptations of the Pueblo and Diné people to today <p>← "and Apache"</p>

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

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

Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.55. Analyze maps and charts about the Age of Exploration to understand the movement of people, goods, and ideas across the world.
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Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.56. Interpret the cultural differences between Spaniards and Indigenous peoples.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.57. Describe the interactions between the Spaniards and Indigenous Peoples
History 16. Historical Thinking	<ul style="list-style-type: none"> 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas. 7.59. Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices

"the various Indigenous Peoples and societies whom they encountered," ['Indigenous Peoples' is too generic]

the various Indigenous Peoples whom they encountered. [Again, 'Indigenous Peoples' is too generic]

"among our various racial, ethnic and national groups."

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.62. Use figurative language to describe the relationship between a nation-state and its colonies. 7.63. Hypothesize how the policies of the Spanish monarchy in New Spain interacted with other societies in the region ← " , including both Indigenous societies and other settler societies. "

← **ADD: "Explore human rights consequences of unequal power relations and disenfranchisement of various groups in New Mexico during various historical periods."**

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE) (Continued)

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

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

"evidence of both positive and negative influence" [Better sentence]

", including their origins and development over time."

"discussed, described or"

Theme 6: The Mexican Period (1821 CE – 1850 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.73. Examine how conflict over land, culture, and social class led to Mexican independence from Spain.
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 7.74. Identify and summarize the relationship between specialization and interdependence.
ADD: "Examine how the first Mexican Constitution addressed Indigenous peoples, land grants, citizenship, race."	
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.75. Use and create charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period. 7.76. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.77. Compare various maps and/or geographical data to describe how the movement of people influenced the division and control of resources.
ADD: "Examine the geography of United States' expansion into the Southwest."	
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.78. Analyze primary and secondary ⁴to explain what impact Mexican Independence had on (the area that would become) New Mexico. 7.79. Generate an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico.

"sources"

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

"on the persons and groups directly affected and on the quality of democracy in the larger society."

← ADD: "Explore the human rights consequences of unequal power relations and disenfranchisement of various groups in New Mexico during various historical periods."

Theme 7: American Western Expansion (1848 CE – 1869 CE)

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

← ADD: "Investigate economic factors that affected Western expansion, including into New Mexico."

← ", including consequences for Mexico, New Mexico, the United States and Indigenous Peoples."

	<ul style="list-style-type: none"> 7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History 	"including different forms of land ownership and use."
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.93. Identify how stereotyping influences social perspectives about members of a 7.94. Develop a claim about the extent to which identity can be modified by person 	"perceptions" is a better word. "characteristics of an identity" [better choice of words]

Theme 8: Early American Territorial Period (1850 CE – 1880s CE)

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

History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.100. Describe how cultures were challenged by the coming of new groups to New Mexico. <div data-bbox="869 245 1289 289" style="border: 1px solid red; padding: 2px; margin-left: 100px;">"existing, resident cultures"</div>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 7.101. Identify causes and consequences that gave rise to U.S. government policies impacting the territory of New Mexico. <div data-bbox="800 402 2039 456" style="border: 1px solid red; padding: 2px; margin-left: 100px;">"and the various societies and communities within New Mexico."</div>

Theme 8: Early American Territorial Period (1850 CE – 1880s CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 7.102. Use a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico. <div data-bbox="905 743 1892 821" style="border: 1px solid red; padding: 2px; margin-left: 100px;">", including the contemporary impacts of conflicts originating in this historical period."</div>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time. <div data-bbox="604 889 1988 967" style="border: 1px solid red; padding: 2px; margin-left: 100px;">ADD: "Demonstrate respect for traditions, norms and values not one's own and respect for the cultural privacy of groups not one's own."</div>

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Eighth Grade

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

← ADD: "Explore the human rights implications of differences in legal status and access to opportunity during the period in question."

6-8 Inquiry (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

ADD: "Develop skills in honestly discussing different perspectives and points of view through respectful dialogue and debate, which includes all participants and marginalizes no one."

Inquiry 25. Communicate and Critique Conclusions

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

Inquiry 26. Take Informed Action

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

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

Red box containing the text: ", create a visual or graphic story," with a red arrow pointing to the word "or" in the row above.

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

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

"various"

ADD: Identify, to the extent known, the Peoples these various explorers encountered in their voyages.

Theme 3: Colonization (1490 CE – 1750 CE)

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

"British"

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

"British"; compare and contrast with the French, Dutch, and Spanish colonies of North America."

ADD: "Explore how slavery affected economic and land development in the various 13 British colonies."

ADD: How did various concepts about applicability of rights of persons affect these encounters?"

ADD: "Discuss how preconceptions and stereotypes influenced these interactions and exchanges."

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

ADD: "Explore how the status of African slaves and European indentured servants changed during this time."

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

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

and relations with Indigenous Peoples"

ADD: "Explore the perspectives of those individuals who sought not to take sides in the conflict, (e.g. Quaker merchants and shipowners, among others)."

Theme 5: Constitution and Foundation of the Republic (1787 CE – 1815 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.52. Examine how challenges the government faced as a result of the Articles of Confederation resolved at the Constitutional Convention. 8.53. Make a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic "to what extent" ", and identify problems that remained unresolved for the new republic."
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.54. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the Declaration of Independence. 8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today. "both positive and negative..."
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student-developed argument by citing specific evidence to track whose rights were added over time "and to what extent."
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.57. Support a claim about the influence of diverse ideologies on politics, society, and culture in early U.S. history. ", beliefs and cultural understandings"
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.58. Analyze a variety of art media to create an argument about the development of American national identity.

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

ADD: Examine how different concepts of land tenure, nationality and government affected these relationships.

"and cultural survival stories"

"; include different beliefs and cultural understandings about relationship to land and nature."

[Please find another way to say this. Indigenous stories involve both assimilation, especially forced assimilation, and resistance. That resistance has its own set of stories that students need to explore.]

"and the Protocol of Queretaro"

"and cultural integrity."

"and gender roles"

Theme 7: Sectionalism (1830 CE – 1860 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 6. Economic Decision-Making	<ul style="list-style-type: none"> 8.67. Identify and explain the economic, social, and cultural differences between the North and the South. "of the United States in the first part of the 19th Century."
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war. ADD: How did differences in belief about the rights and humanity of African American slaves affect the conflict?"
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.

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

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

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

Theme 9: Reconstruction (1865 CE – 1877 CE)

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

ADD: Investigate the "Buffalo Soldiers" in the West and their role in the control of Indigenous Peoples."

Theme 9: Reconstruction (1865 CE – 1877 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

Theme 10: Immigration and Industrialization (c. 1880 CE – 1920 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.84. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration. ← "by different groups, ethnicities, religious affiliations, etc."
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> 8.85. Analyze the benefits and challenges that are associated with rapidly growing urban areas as a result of industrialization.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.87. Analyze the development of the women's suffrage movement over time and its legacy. 8.88. Make personal connections to immigration stories and experiences-- both in the past and present
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.89. Examine both sides in debate or academic discussion of politics in response to immigration. ← "various perspectives or"

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

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HS Civics

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

ADD: Evaluate the cross-cultural credibility of experts from one culture evaluating material from another culture.

ADD: "Reflect and act upon their knowledge, inquiry skills and civic dispositions to become inform advocates for social justice and human rights in an inclusive and equitable society in their classrooms, schools, communities and their interconnected worlds."

[Note that this proposed Inquiry Standard is taken directly from the National Standards for the Preparation of Social Studies Teachers, adopted in 2017 by the National Council for the Social Studies (<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>), particularly Core Competency Standards 4 and 5.]

High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able</i> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-top: 5px;"> ADD: "Explore the work of one or more effective civil society, non-governmental organization (NGO), evaluating reasons for and limits of their effectiveness." </div>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions. ● 9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government. ● 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. ● 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government. ● 9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy. "human rights" ● 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets. "in diverse regions of the world." ● 9-12.Civ.19. Distinguish historical and current types and systems of government in the U.S. and abroad. ● 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time "; compare with the experiences of Indigenous groups within other nation states." ● 9-12.Civ.21. Evaluate the way America's founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time. ", including the U.S. promotion of global human rights." ● 9-12.Civ.22. Research multiple sources to think critically about how the U.S. should conduct itself in international relations "and how International standards should affect U.S. domestic policy."
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 9-12.Civ.23. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. "and humanitarian" ● 9-12.Civ.24. Evaluate sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues ", advocate for their own interests and promote fairness, equity and social justice." ● 9-12.Civ.25. Evaluate public policies in terms of intended and unintended outcomes and related consequences. ● 9-12.Civ.26. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights "civil and human rights" ● 9-12.Civ.27. Evaluate the US justice system over time and its impacts on policy, society, economics, and individual rights. ● 9-12.Civ.28. Explain the unique features and processes of New Mexico's constitution.

	<ul style="list-style-type: none"> 9-12.Civ.29. Evaluate the contributions of New Mexico’s diverse populations to it’s governmental structure and outcomes. 9-12.Civ.30. Investigate challenges and opportunities within and between different government entities in New Mexico.
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Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 9-12.Civ.31. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. [[These terms need to be defined at some point.]] 9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels. “, fairness and empathy” 9-12.Civ.33. Apply civic dispositions and democratic principles when working with others. “for” 9-12.Civ.34. Analyze founding documents and their impact on national unity over time. 9-12.Civ.35. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime. “ group interests within”
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ADD: “Develop a personal understanding of the Constitution's identified governmental purpose “to promote the general welfare.”

High School Civics (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
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Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 9-12.Civ.36. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles. “, demonstrating respect for others with different perspectives.” 9-12.Civ.37. Use historical data and evidence related to various actors’ interests and motivations to determine their influence on contemporary issues. 9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates. 9-12.Civ.39. Develop strategies for evaluating multiple perspectives about current events, and policy issues. 9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them. 9-12.Civ.41. Apply an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organizations (including internet social platforms), on elections and social movements. “various” 9-12.Civ.42. Evaluate sources and determine potential bias in the media and how that impacts government decision-making. “. beliefs. values and cultural perspectives” 9-12.Civ.43. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society. 9-12.Civ.44. Analyze rights and obligations of citizens in the United States.
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[[Please remember that under the U.S. Constitution, both citizens and non-citizens have certain rights and responsibilities. See Bill of Rights, 14th Amendment and laws applying to “persons”.]

ADD: “Employ human rights principles and concepts to formulate strategies to redress historic inequities and heal their continued effects.”

ADD: “Analyze rights and obligations of citizens when situated within the United States.”

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

“, build a more inclusive and equitable society, advance social justice and promote human rights.”
[Please note that this language is drawn directly from the National Standards for the Preparation of Social Studies Teachers, adopted in 2017 by the National Council for the Social Studies. Teacher education programs seeking [national recognition of their social studies program through CAEP](https://www.socialstudies.org/standards) are required to use these standards. (https://www.socialstudies.org/standards).]

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HS Economics

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

ADD: "Explore the concept of "fairness" as it applies to economic analysis and decisionmaking."

High School Economics

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Economics 5. Economic Decision-Making

- 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, business, government, and societies.
- 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.
- 9-12.Econ.15. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.
- 9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups
- 9-12.Econ.17. Explain how and why people make choices to improve their economic well-being.
- 9-12.Econ.18. Evaluate the market value of income earned through wages and other activities associated with saving, and investing.
- 9-12.Econ.19. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.
- 9-12.Econ.20. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.

Economics 7. Economic Systems and Models

- 9-12.Econ.21. Analyze the production, distribution, and consumption of goods and services.
- 9-12.Econ.22. Evaluate economic theories for their compatibility with democracy.
- 9-12.Econ.23. Compare the advantages and disadvantages of major economic systems found around the world.
- 9-12.Econ.24. Critique inequalities that exist in economic systems.
- 9-12.Econ.25. Use economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.
- 9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
- 9-12.Econ.26. Critique the impact of globalization on New Mexico and its citizens.
- 9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.

ADD: Explore the causative and consequential economic factors that promote or mitigate inequality in local, national and global communities.”

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

Economics 9. Global Economy

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

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HS Geography

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

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

ADD: "Explore how different historic groups have interpreted and engaged with the geographic features of the same region(s)."

High School Geography (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

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

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HS New Mexico History

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

ADD: "Apply cross-cultural awareness in exploring, making decisions, and taking actions in regard to issues arising from the historical experiences of various groups within New Mexico."

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

← ADD: "Study the Protocol of Queretaro and evaluate its effect in securing Mexican acceptance of the Treaty of Guadalupe Hidalgo, and the consequences of its non-ratification by the U.S. Senate."

← ADD: "Examine differences in the way the Mexican Constitution and the U.S. Constitution defined "Citizen," and the implications of those differences for Indigenous people and persons of African descent."

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

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

ADD: "Explore how 'tribal sovereignty' has been interpreted over time by Indigenous peoples, the United States government and the world community, and how differences in understanding of sovereignty continue today."

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

"including the efficacy of these programs for different communities within New Mexico."

Theme 4: 1900s–1940s, (WWI, WWII and Between the Wars) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i> [There are positive as well as negative stories here, particularly in regard to the Japanese residents of Gallup, NM and other communities who were not Interned, but who continued to participate in their communities throughout WWII.]
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 9-12.NMH.35. Summarize the impacts that artists have had on our state, and why so many artists choose to live in New Mexico.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.36. Interpret data/evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century. <p>ADD: "Explore the history of Japanese internment in New Mexico during WWII, both in regard to Japanese residents of New Mexico and Japanese persons from other states interned in New Mexico."</p>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in our state. 9-12.NMH.38. Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world. <p>"including the effects of nuclear weapons production on diverse peoples within New Mexico."</p>
History 16. Historical Thinking	<ul style="list-style-type: none"> 9-12.NMH.39. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico, and the impact that our citizens had on the war <p>"and resident populations"</p>
<p>[Although the Indian Citizenship Act was passed in 1924, tribally affiliated Indigenous people in New Mexico and other states did not enjoy full "citizenship," including voting and attendance of children in state public schools until after litigation brought by returning Indigenous veterans after WWII; yet their contributions to the war effort were considerable.]</p>	
Theme 5: New Mexico and the Cold War	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 9. Global Economy	<ul style="list-style-type: none"> 9-12.NMH.40. Summarize how the U.S. and Soviet Union emerge from World War II as superpowers, and articulate the difference between communism and capitalism.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> 9-12.NMH.41. Identify the military bases and weapons testing sites in New Mexico.

Theme 5: New Mexico and the Cold War (*Continued*)

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

Theme 6: Civil Rights ← "and Human Rights" [PLEASE!]		[Don't overlook Reies Tijerina's activities at this time.]
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>	"traditional land grant communities and"
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.46. Demonstrate contextualization and interpretation of key events that took place within Native American communities during the Civil Rights Era. 	ADD: "Examine how the global movement for Human Rights, and the United States' role in promoting universal human rights through the United Nations and other regional and global efforts affected the course of the struggle for Civil Rights in the United States."
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.47. Demonstrate historical causation by using 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico. 	
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.49. Compare organizations engaged in Civil Rights work. 9-12.NMH.50. Demonstrates interpretation of critical changes in New Mexico's segregation laws 	"and laws regarding access to public services."

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

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

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

Theme 8: Resource Management and Mineral Resources in New Mexico

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

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HS U.S. History

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

", including experts within communities of color."

ADD: "Explore the perspectives of various groups whose experience of key historical events, their consequences and causality differ from the dominant narratives."

ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions."

Theme 1: U.S. Origins and Origin Stories

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

[Be sure to explore the meaning of the term "classical colonialism." According to Wikipedia, "Historians often distinguish between various overlapping forms of colonialism, which they classify into four types: settler colonialism, exploitation colonialism, surrogate colonialism, and internal colonialism.", citing Healy, Roisin; Dal Lago, Enrico (2014). *The Shadow of Colonialism on Europe's Modern Past*. New York: Palgrave Macmillan. p. 126. ISBN 978-1-137-45075-3.]

[This is a well intentioned but culturally questionable performance standard. Given the diversity and complexity of Indigenous societies, from the Mayan to Akaskan, it is essentializing to talk about "common elements of Indigenous societies," other than the fact that they exist where they have been since before contact with settler colonizers.]

Theme 2: Early America: The American Revolution and Constitution

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.24. Determine the importance and utility of rights versus responsibilities. ← “and rights versus privileges.” 9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. ← “and the various revolutions throughout the Americas in the 19th Century.”
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States. 9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery. 9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans. ← “and women.”
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises. 9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States.
<p>ADD: “Examine how these key ideals and principles have influenced ideas of the relationship between people and their government across the world.”</p>	

Theme 3: Westward Expansion, 1787–1876

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

ADD: “Compare and contrast the process of separation of the 13 Colonies from Britain and the process that led to the creation of Canada as a separate nation.”

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

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

ADD: “Examine responses of different groups and individuals in the United States to the laws upholding chattel slavery and requiring the return of escaped slaves, even when they escaped to non-slave-holding states.”

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

"diverse narratives about the meaning of the Civil War, including"

Theme 5: Reconstruction, 1865–1877	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.49. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants. 9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.51. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.
<div style="border: 1px solid red; padding: 2px;"> ← ADD: "Examine the impact of the end of the Civil War on the settlement of the West, and on the relationship between the United States and the Indigenous nations in the American West." </div>	
Theme 5: Reconstruction, 1865-1877 (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.US.54. Explore the efforts of the federal government and African Americans to forge a new political and social order after emancipation.
<div style="border: 1px solid red; padding: 2px;"> ← "and civil society reformers" </div>	

Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.55. Examine immigration policy in the United States over time. ● 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States. ● 9-12.US.57. Examine contemporary labor struggles and populist movements in the United States and around the world. ● 9-12.US.58. Explore the short- and long-term effects of the Jim Crow era on African Americans in both the North and the South ← “and on working people of all races.”
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.59. Explain the various causes of the Industrial Revolution. ● 9-12.US.60. Make connections among the important consequences of the Industrial Revolution. ● 9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.
Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.62. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations. ● 9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. ← “13th, 14th and 15th Amendments” ● 9-12.US.64. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.

Theme 7: Imperialism, 1890–1920	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.65. Determine the effectiveness of post colonial institutions in ameliorating the effects of colonial rule, "and the effect of disparities in global economic power on perpetuating the effects of colonial rule."
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.66. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.US.67. Examine the ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movement s. 9-12.US.68. Examine the legacy and evolution of turn of the century imperialism, including the short- and long-term effects in Latin America, Asia, and the Pacific. "by the U.S. and European countries"

Theme 8: Progressivism and World War I	
Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.69. Examine the ethics of the suppression of civil liberties during times of conflict and war, past and present. "and the enduring consequences of such suppression." "and human rights" 9-12.US.70. Analyze the role of the United States in the world and the balance of foreign and domestic priorities. 9-12.US.71. Determine the utility or futility of war.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.72. Distinguish between the long-term causes and triggering events that led the United States into World War I. 9-12.US.73. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

ADD: "Analyze how the ideologies of the Progressive Movement impacted Indigenous Peoples in the United States, particularly Indigenous families."

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

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

History 18. Power Dynamics, Leadership, and Agency

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

← ADD: "Explore the various causes that led to the Great Depression in the United States."

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

← "in the United States"

Theme 11: World War II

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

← "leading up to and at the start of World War II."

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

ADD: “Explore the differences between the treatment of Japanese Americans and German Americans in the United States during World War II.”

Theme 11: World War II (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

ADD A WHOLE SECTION: “Human Rights Post World War II: Explore the consequences of World War II for international and domestic support for human rights and humanitarian treatment. Evaluate the role of the United States in the creation of the United Nations, the development of the Universal Declaration of Human Rights, the Nuremberg Principles and the 1949 expansion of the Geneva Conventions.”

Theme 12: The Cold War: 1945–1975

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

“and the economic forces that contributed to the CIA's presence.”

[The role of the United States in the establishment of the United Nations, the adoption of the Nuremberg Principles that guided the trial of the Nazi high command and the expansion of the Geneva Conventions is a powerful and positive aspect of the History of the United States, of OUR history! And, of course, Eleanor Roosevelt chaired the UN committee that drafted the Universal Declaration of Human Rights. Please do not ignore the American history of human rights and humanitarian law, particularly as they flourished in the period immediately after World War II.]

Theme 12: The Cold War: 1945–1975 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.107. Examine the factors that contributed to the Cold War. ● 9-12.US.108. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. ● 9-12.US.109. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. ● 9-12.US.110. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.111. Analyze the impact of the Vietnam War on the Vietnamese people and on the United States. ● 9-12.US.112. Explore the impact of the Cold War on indigenous peoples around the world. ● 9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.114. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon.

“and the impact of “Red Scare” politics on various social, economic and political movements in the United States.”

“, Cambodian and Laotian”

Theme 13: Civil Rights and People Power Movements	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.115. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. ● 9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO. ● 9-12.US.117. Evaluate the influence of 1960s cultural and artistic movements from past to present day.
History 15: Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.

ADD: “Examine how evolving global and domestic understanding of and respect for universal human rights for all affected the development of the Civil Rights Movement in the United States.”

[These sections are somewhat choppy and could be better integrated with each other and with their over-arching themes with minimal editing. These are extremely important areas for students to analyze and form inquiry-based and research-based conclusions regarding.]

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

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

ADD: Explore the intersection of the Civil Rights Movement with action within Indigenous communities, and non-Black communities of color."

"and strategies"

Theme 14: Rise of Conservatism, 1968–2008

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

ADD: "Examine the various meanings that different proponents and opponents have given to the terms "Conservatism," "Liberalism," "Progressivism," and other organizing terms and the impact of the use of these definitional categories on the political life of the United States."

[These sections are somewhat choppy and could be better integrated with each other and with their over-arching themes with minimal editing. These are extremely important areas for students to analyze and form inquiry-based and research-based conclusions regarding.]

Theme 14: Rise of Conservatism, 1968–2008 (Continued)

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

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

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

ADD: "Explore the competing claims that surround defense of and challenges to gun rights as interpreted in the United States and in other developed countries."

ADD: "Establish the rules of debate and discussion to facilitate an open, non-threatening, safe discussion of the appropriate relationship between the right to bear arms and other competing rights, particularly in regard to the use of various kinds of public spaces."

"persons of diverse races, genders, sexual orientations and the differently abled."

"to foster equity, advance social justice and promote human rights in the United States for all persons, including members of groups who have frequently experienced discrimination and been treated unfairly,"
 [Refer to Standards 4 and 5 of the NCSS National Standards for the Preparation of Social Studies Teachers (<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>)]

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 18. Power Dynamics, Leadership, and Agency

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

"and domestic"

"and human"

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HS World History

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

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

“The expansion of international humanitarian law in the 20th Century, including the Nuremberg principles, expansion of the Geneva Conventions, and various treaties seeking to limit anti-civilian weapons such as land mines, nuclear weapons, etc.;

“The founding of the United Nations, development and adoption of the UN Charter, and the development of global agencies addressing global security, hunger, refugees, health, environment, human rights and international cooperation;

“The historical, geographical, social and political factors leading to a broader global consensus on fundamental human rights which should be respected by all nations and their citizens.”

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

ADD: "Explore the perspectives of diverse groups whose experience of key historical events, their consequences and causality differ from dominant narratives."
 ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions."

High School World History	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems. ● 9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts. ● 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power/authority.
Economics 9. Global Economy	<ul style="list-style-type: none"> ● 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth. ● 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures. <p>ADD: Examine the 17 Sustainable Development Goals adopted by the United Nations General Assembly in 2015 as goals for building a more sustainable and equitable world; consider their applicability to sustainability, development and equity concerns of Americans, including Indigenous Americans. Give particular attention to the applicability of the Sustainable Development Goals to issues facing New Mexico.”</p>

High School World History (*Continued*)

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

ADD: "Trace the history of the development of fundamental principles of human rights in diverse human societies throughout history. Explore concepts of fundamental fairness as they have arisen in traditional and historic societies, and exist across a broad historical, cultural and geographical spectrum, including standards of conduct within various Indigenous societies of the Americas, ancient Middle Eastern and Mediterranean societies (e.g. the Code of Hammurabi, the Torah), India (the Upanishads), the laws of republican Rome, the Analects of Confucius, the Magna Carta, etc."

ADD: "Examine the circumstances surrounding World War II, the Holocaust, the restoration of democratic governments, the ending of colonialism by the West, etc. that contributed to the adoption of the Universal Declaration of Human Rights, the Nuremberg Principles created by the Allies for the trial of the Nazi high command, the expansion of the Geneva Conventions, etc. Evaluate how those principles have survived and evolved to the present day."

High School World History (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.WH.32. Use historical thinking skills to evaluate historical and contemporary sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems. ● 9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology. ● 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression, persistence of stereotypes, reactions, response and resistance of diverse groups to domination by an occupying power, and the short and long-term effects of oppressive and inequitable power relationships."
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> ● 9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history. ● 9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. ● 9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.

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Ethnic, Cultural, and Identity Studies

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

"while evaluating cultural awareness and bias of "experts" who operate outside the culture of society being studied."

ADD: "Explore the perspectives of various groups whose experience of key global phenomena, their consequences and causality differ from the dominant narratives."

ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions."

Ethnic, Cultural and Identity Studies	
<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p> <p>"and the intersections among identities,"</p>	<ul style="list-style-type: none"> 9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior. 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities. "the larger or more dominant society regarding these identities." 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have or are changing over time. "various identity groups" "changed" 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement. "regard to"
<p>Ethnic, Cultural, and Identity Studies 20. Identity in History</p>	<ul style="list-style-type: none"> 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States. ", national, gendered," 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. "and the impact of hybridity in creating new identities."
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. "and transformational change." 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.

EDUCATING FOR AMERICAN DEMOCRACY

A ROADMAP FOR EXCELLENCE IN HISTORY AND CIVICS EDUCATION FOR ALL LEARNERS

The **Educating for American Democracy (EAD)** initiative provides national guidance that states, local school districts, and all educators can use to transform teaching of civics and history to sustain our constitutional democracy and meet the needs of a diverse 21st-century K–12 student body. The initiative includes a **Roadmap to Educating for American Democracy** and accompanying documents that give suggested educational strategies and suggested content for history and civics at every grade level—along with strategies for implementation in schools—so that each state, district, or school educator can fit into the needs of their own, unique communities. The EAD initiative is committed to providing instructional strategies and content for all learners to ensure that excellent history and civic learning opportunities are delivered equitably throughout the country.



Why EAD?

Trust in institutions and investment in communities are declining with time. The Civics Deserts report from the National Conference on Citizenship highlighted concerning civic decay. The public's trust in key institutions and leaders such as the media, branches of government, and volunteering declined by over 15% between 2005 and 2015.

Lack of knowledge on the part of youth is a pervasive problem.

Only 24% of 8th graders scored proficient in the 2018 NAEP in Civics exam, the results of which were released April 2020. In 2018, nearly three-fourths of eighth-grade students report low to moderate levels of confidence in their civics-related knowledge and skills.

Lack of foundation for civic friendship and unity threatens our country. According to a January 2021 CBS News poll, 40% of Democrats and over half of Republicans tend to think of the other party as “enemies,” rather than “political opponents”. A majority of Americans identify other Americans as the greatest national threat.

Lack of access to high quality civic education exacerbates national social and economic gaps. According to analysis by Kei Kawashima-Ginsberg at CIRCLE, students from systemically disadvantaged communities, including low-income and Latino/a/x students, scored much lower on NAEP civics exams and reported less exposure to critical civic education products such as simulations, debates, and discussions.

Why EAD and Human Rights Education (HRE)?

HRE reinforces civil society and provides a strong basis for "civic friendship" across ideological differences. The essence of Human Rights theory and practice and the foundation for both content and methodology in Human Rights Education is recognition of the equality and inherent dignity of persons, without references to their differentiating characteristics. While we acknowledge and seek to understand differences of race, ethnicity, religion, gender identification, age, ability/disability, economic circumstances, etc., the fact that such differences exist does not make any of us less worthy or less entitled to the benefits of participation in an inclusive, democratic society.

Human Rights are inherent in all persons. They do not need to be earned and are not granted to us by governments or other social institutions. When “rights” are treated more as “privileges,” the holders of privilege often feel they risk loss of their human value when the value of groups in which they do not participate are strengthened. However, respect for human rights is not a zero-sum game; the realization of human rights benefits everyone in society. The human rights lens, applied to difference, seeks both to build equity among individuals and groups and to ensure that no artificial barriers impair participation by anyone (or any group) in the fruits of our inclusive democratic society. A core purpose of the U.S. Constitution, according to the Preamble, is to “promote the general welfare.” When that “general welfare” is not equitably available to some members of society, threats to fundamental human rights are present and need to be resolved to realize the ideals of our democratic republic and its Constitutional democracy.

What Can **Students** Do?

- Deepen your engagement with our constitutional democracy by learning how to recognize and exercise human rights and civic responsibilities.
- Engage in student government, in-school activities, community engagement initiatives, and other practices that strengthen understanding of your human rights and civic responsibilities as well as those of your peers, , family, and community members.
- Become aware of the various legal, political, educational, and societal mechanisms for protecting those rights.



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What Can **State Policy-Makers** Do?

- Set ambitious goals to ensure that all students have access to opportunities for excellent civic and human rights learning opportunities.
- Adopt social studies standards that align with **EAD** and incorporate robust standards addressing universal human rights.
- Require EAD and human rights education training as part of educator preparation or licensure requirements.
- Integrate the Civic Learning Plan data within state accountability systems as a component of school performance indicators.

What Can **Families** Do?

- Introduce your children to civic activities, from community service to voting.
- Discuss human rights issues and factors that may affect how individuals and members of different groups benefit from societal and governmental policies and participate in democratic institutions.
- You can engage and collaborate on civic activities together with the students in your family such as volunteering, tabling, etc.
- Build relationships with the educators of your students and understand your school policies, community members, and other administrators, and families.
- Support passionate yet respectful discussions of current events at the table.
- Explore your own family's heritage and how that has changed over time.
- Critically assess media sources together with your child.

What Can **School and District Leaders** Do?

- Adopt and purchase curricula that emphasize the inquiry-based, interdisciplinary approach advanced by EAD.
- Recruit and support staff with a commitment to the school and district's civic engagement- mission and human rights values.
- Forge outside partnerships with families, community leaders, museums, libraries, and other organizations that can support high quality, inclusive civic learning
- Engage in self-evaluation of schools within the District, including participation by school administrators, teachers, staff, students, parents, and community members. Amnesty International and Human Rights Educators USA have resources for assessing the fairness, equity, and human rights friendliness of school districts.
 - Engaging in this kind of self-evaluation can strengthen students' sense of empowerment and provides an ideal environment for administrators, educators, and all participants to learn and practice civil friendships across ideological differences. A process grounded in respect for human rights assures that no one's concerns can be dismissed or marginalized.
 - Recognizing the human rights of all does not diminish the rights of any (but may have some effect on privileges that are not equitably shared with all.)

What Can Educators Do?

Actions to Promote Excellence for All

- Join professional learning communities, including PLCs of human rights educators focused on support, sharing resources, and mentoring to promote a continuous cycle of improvement and courageous engagement in dialogues and discussions that result from teaching the EAD Roadmap. Affirm diverse identities and provide inclusive instruction and examples.
- Incorporate human rights into your teaching and learning practices.
- Communicate clear expectations and express support and care for students.
- Provide opportunities for students to deepen and synthesize learning.
- Differentiate and scaffold instruction to ensure accessibility for all learners.

Actions to Promote Growth Mindset & Capacity Building

- Gather formal and informal student feedback on their learning experiences to understand individual needs and strengths.
- Engage in self-reflection to identify and address implicit biases and practices that may interfere with some students' learning processes.
- Learn about activities to cultivate student motivations to improve and develop a growth mindset.
Develop student-centered teaching and learning strategies that model respect for human rights.

Actions to Promote EAD Classrooms & Schools

- Seek to learn more about students and their families and strive to build relationships with and among students and their families.
- Be mindful of how structural, institutional, and other factors may influence the rights and privileges of your students and affect student engagement in school-based opportunities.
- Help students engage productively with disagreements and solve conflicts.
- Support students to **process** emotionally difficult events using modes of expression such as dialogue, writing, and creating art.

Actions to Help Practice Constitutional Democracy & Agency

- Facilitate opportunities for students to interact with community leaders, initiatives, and issues.
- Provide students the opportunity to practice democratic skills in the classroom and to demonstrate an understanding of their human rights implications.
- Facilitate opportunities for students to take informed action in their communities.

Actions to Help Practice Inclusive, Participatory Constitutional Democracy

- Employ a human rights lens to evaluate the fairness, inclusiveness, and openness of institutions, policies, laws, economic arrangements, educational set-ups, etc.
Utilize content from the Universal Declaration of Human Rights and related human rights documents to evaluate our domestic polity, economy, society.

Actions to Reflect, Assess, and Improve

- Assess students' civic skills and agency.
- Seek out student feedback to facilitate self-reflection and growth in meeting the needs of all students.



What can you do **right now?**

Attend EAD and HRE webinars and events, including those promoted by HRE USA, share the EAD Roadmap and Pedagogy Companion on social media, submit resources and discuss what implementing EAD at your school would look like.

Start the discussion about why civic and history education are instrumental for our democracy.



[EXTERNAL] Against CRT Curriculum

Carla Jo Duke <carlajoduke@yahoo.com>

Fri 11/12/2021 12:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I would like to voice my concern regarding the NMPEDs consideration of CRT curriculum. I am a private educator here in NM and have been for 28 years. I have only rarely spoke out against curriculum that NMPED is considering. However, as a concerned citizen of our state, a parent and a grandparent of school aged children, I believe it is my duty to let the state know this curriculum has an agenda that is dangerous to the very fabric and unity of our country.

I am of mixed race, Hispanic and Caucasian, and the mother of several children of ethnic minority including an Asian (Chinese) daughter and an African American son, as well as 4 children who are part Native American. We are anything but racist or white supremacist. We love diversity, and feel all people should be treated with kindness and respect. But also know that as Americans we have the responsibility to raise the next generation to take responsibility for their lives. This CRT curriculum does not promote personal responsibility, nor does it encourage love and respect toward others, our country, or even our selves.

Respectfully, I ask that you consider the damage this curriculum most certainly will do to our culturally diverse community here in New Mexico, and do not allow such nonsense to enter our schools and contaminate the minds of our children. They will follow, let us stand and lead them to a love of our fine country and all of the unique and diverse people who make it what it is.

Passionately,
Carla Duke

[EXTERNAL] STOP CRT NOW!!!

Aletta <livingthedreambb@aol.com>

Fri 11/12/2021 5:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Public Education Department,

First, these meetings should be held in the OPEN, where the taxpaying public who funds the programs can attend and BE HEARD! Enough of this hiding behind a virtual meeting where you are unable to hear and see the public. We deserve to be heard.

Critical Race Theory is a dangerous agenda full of assumption and prejudice. It is the very "SYSTEMIC RACISM" that it claims to eschew. Martin Luther King is famous for imploring that we JUDGE PEOPLE ON THEIR CHARACTER AND NOT THE COLOR OF THEIR SKIN; this rhetoric does the very OPPOSITE. It makes assumptions about people that are untrue and TEACHES our children to be racist and assume things about others that are often false.

This has no place in the education of our children. It is highly detrimental.

Aletta Salganek

[EXTERNAL] STOP CRT

Mik Salganek <mikmivia@aol.com>

Fri 11/12/2021 5:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Public Education Department:

CRT has no place in our public schools. It teaches bias to our children and sets them up to be racist. The liability alone should be enough to make you stay away from this dangerous agenda. It is just plain WRONG to teach "assumptions" about others.

As a person with disabilities, I do not approve of making assumptions about people.

MIK SALGANEK

[EXTERNAL] Proposed Social Studies Standards

Carolyn Banks <carolynbanks@usa.net>

Fri 11/12/2021 5:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

I write in OPPOSITION to these proposed standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My OPPOSITION comments are attached.

Carolyn Banks

9 Sagebrush Trl
Artesia, New Mexico 88210

I write in OPPOSITION to these proposed standards.

Many of the Revised Standards attempt to engrain leftist political ideas into children's minds. You claim the standards promote civic engagement, and that is promoting activism. The standards promote the ideas that America and its very Constitution are racist. The standards make Black students feel like victims and White students feel guilty.

Multiple tenets of the standards directly highlight these claims (this list is not exhaustive in the least):

"Describe how inequity in the United States laid the foundation for conflict that continues today."

"Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures"

"Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement." The standards pit children against each other based on factors they cannot control, such as race, class, sex, sexual orientation, ethnicity, location, or heritage — all factors included in the proposed social studies updates.

The proposed standards contain hidden agendas. These contain blatant not-so-hidden agendas:

One proposed rule has students "examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future." No hidden agenda from the anti-gun lobby, such as Mike Bloomberg's Everytown, of which Morales and Lujan Grisham have both been beneficiaries?

The rules ask students to "cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy." The United States is a constitutional republic — not a "democracy." No hidden agenda?

Students are also to "[e]xplore the movement against police brutality." No hidden agenda from the racist anti-police Black Lives Matter lobby?

Students are to evaluate the "effects of diverse ideologies and the process of political socialization on oneself and society." No hidden agenda from the socialist/communist sect of the Democrat Party?

Students are to analyze "US government policies to reduce climate disruption." No hidden agenda from the "climate change" conspiracists who have heavily donated to Lujan Grisham's and Morales' campaigns?

Students are called to “[a]ssess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.” No hidden agenda against conservatives — the enemy to left-wing extremism?

Critical Race Theory is seeping through in these standards and proposals. Students are told to look at race and other external factors about others that “look like them” — a dog whistle for racism.

Supposedly, these standards hope to have an outcome where students respect and value others, although the means of this supposed outcome is through forcing children into a power struggle over their identity and to sew seeds of doubt in their minds about their supposed inherent racism or privilege. This is Critical Race Theory, plain and simple.

DO NOT adopt these standards.

Carolyn Banks

[EXTERNAL] abolish crt

largemarge078@aol.com <largemarge078@aol.com>

Fri 11/12/2021 5:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I oppose CRT as a divisive and for a large part untrue theory. Our children should not be taught to hate their fellow citizens, we should focus on teaching reading, writing, and arithmetic instead of worrying about skin color. This is not a true forward thinking platform for justice - it will take us back decades and should be abolished.

Yosarian Salganek

[EXTERNAL] Social Studies proposed revisions

Daniel Banks <danbanks@usa.net>

Fri 11/12/2021 5:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

I write in OPPOSITION to these proposed standards.docx;

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M comments in opposition are attached.

Daniel Banks

9 Sagebrush Trl
Artesia, New Mexico 88210

I write in OPPOSITION to these proposed standards.

Many of the Revised Standards attempt to engrain leftist political ideas into children's minds. You claim the standards promote civic engagement, and that is promoting activism. The standards promote the ideas that America and its very Constitution are racist. The standards make Black students feel like victims and White students feel guilty.

Multiple tenets of the standards directly highlight these claims (this list is not exhaustive in the least):

"Describe how inequity in the United States laid the foundation for conflict that continues today."

"Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures"

"Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement." The standards pit children against each other based on factors they cannot control, such as race, class, sex, sexual orientation, ethnicity, location, or heritage — all factors included in the proposed social studies updates.

The proposed standards contain hidden agendas. These contain blatant not-so-hidden agendas:

One proposed rule has students "examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future." No hidden agenda from the anti-gun lobby, such as Mike Bloomberg's Everytown, of which Morales and Lujan Grisham have both been beneficiaries?

The rules ask students to "cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy." The United States is a constitutional republic — not a "democracy." No hidden agenda?

Students are also to "[e]xplore the movement against police brutality." No hidden agenda from the racist anti-police Black Lives Matter lobby?

Students are to evaluate the "effects of diverse ideologies and the process of political socialization on oneself and society." No hidden agenda from the socialist/communist sect of the Democrat Party?

Students are to analyze "US government policies to reduce climate disruption." No hidden agenda from the "climate change" conspiracists who have heavily donated to Lujan Grisham's and Morales' campaigns?

Students are called to “[a]ssess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.” No hidden agenda against conservatives — the enemy to left-wing extremism?

Critical Race Theory is seeping through in these standards and proposals. Students are told to look at race and other external factors about others that “look like them” — a dog whistle for racism.

Supposedly, these standards hope to have an outcome where students respect and value others, although the means of this supposed outcome is through forcing children into a power struggle over their identity and to sew seeds of doubt in their minds about their supposed inherent racism or privilege. This is Critical Race Theory, plain and simple.

DO NOT adopt these standards.

Daniel Banks

[EXTERNAL] Comment: response to letter from GOP Representatives

michael adams <mladams520@gmail.com>

Fri 11/12/2021 5:34 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: michael adams <mladams520@gmail.com>

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Mr. John Sena

Policy Division

New Mexico Public Education Department (NMPED)

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501 - rule.feedback@state.nm.us

Dear Mr. Sena:

I write to provide accurate information and offer correction to misinformation that was included in both a widely circulated Republican Party of New Mexico flier [FLIER], and a November 9 letter to your office from New Mexico State Representatives: James G. Townsend, Rod Montoya, Rebecca Dow, Randall S. Crowder, Alonzo Baldonado, Ryan T. Lane, Candy Spence Ezzell, Cathryn N. Brown, Martin Zamora, Rachel A. Black, Greg Nibert, Randall T. Pettigrew, Gail Armstrong, James R.J. Strickler, Jack Chatfield, Larry Scott, William R. Rehm, Jane E. Powdrell-Culbert, Stefani Lord, Kelly K. Fajardo, Luis M. Terrazas, Zachary J. Cook, Joshua Hernandez, and Jason C. Harper. [LETTER]

[LETTER] “...*proposed K-12 Social Studies Curriculum Standards fail to teach students what has made America great, but instead has followed the path of various historical revisionists who only want to degrade and slander the greatest country on earth. Our country’s history is not perfect in terms of economic and human rights, but that does not require altering Social Studies curriculum to embrace a highly distorted or biased video that the United States is dominated by white supremacists and racists.*”

[LETTER] “... *At least 26 states have either adopted or are considering various policies/legislation that would restrict the teaching of CRT... New Mexico should join these other 26 states in rejecting this Marxist inspired theology.*”

[FLIER] *“Critical Race Theory, which divides students into either ‘oppressor’ or ‘oppressed’ and is highly rooted in Marxist ideology.”*

The first quote does the following:

1. Accuses the New Mexico Public Education Department of attempting to degrade and slander the [United States of America]
2. Minimizes many well-known historical abuses as being “not perfect.”
3. Asserts that proposed changes to New Mexico’s Social Studies curriculum are “highly distorted or biased” and the proposed changes teach that the US is “dominated by white supremacists and racists.”

The second quote demonstrates that none of its signatories know what Critical Race Theory is, and they erroneously believe that NMPED is proposing the inclusion of a graduate-level legal framework (Critical Race Theory) in its K-12 curriculum.

The third quote demonstrates the fact that numerous Republican citizens have strong emotions about Critical Race Theory, but also do not know what Critical Race Theory is.

It would be unfair to omit that most people don’t know what Critical Race Theory is, including many with opinions for it. Even those who support Critical Race Theory in K-12 education don’t know what it is. The Republican Party of New Mexico has made a common mistake here.

In 2018 I watched a video where a conservative personality attacked Critical Race Theory. He said it teaches that all white people are evil. I knew nothing about Critical Race Theory, but remember thinking, “He must be making that up. He doesn’t know what Critical Race Theory is.”

Moments later, I chuckled, realizing that I didn’t know what Critical Race Theory is and that his assertions might be correct.

I purchased, “Critical Race Theory, an Introduction (third edition)” by Richard Delgado, the John J. Sparkman Chair of Law at the University of Alabama, and Jean Stefancic, Professor and Clement Research Affiliate at the University of Alabama School of Law.

I learned that Critical Race Theory is not a way of teaching history or a philosophy aimed at achieving broad societal change. Rather, it is a legal framework, developed at Harvard Law School in a classroom setting by use of Socratic questioning about race and US law.

Critical Race Theory has allowed people to legally challenge employers who discriminate against groups not specifically protected from discrimination, like black women. Prior to Critical Race Theory, an employer could discriminate against black women, provided the employer didn't discriminate against black men, or against non-black women. The employer could point to black men as proof of not being racist and non-black women as not having a gender bias, then say, "I just don't like black women, and that isn't legal discrimination."

Obviously, that is prejudice, but legally, Attorneys needed a framework, like Critical Race Theory to extend anti-discrimination protections to people who were targeted for being members of intersecting groups. This means that Intersectionality is a component of Critical Race Theory, and it is integral to the legal framework that protects people who are black and female, or indigenous and disabled, etc.

"So why are so many people upset about Critical Race Theory in our schools?"

Because most people don't know what Critical Race Theory is, and because there has been a concerted effort to gin up emotions and then tell people that their emotional imbalance is due to "Critical Race Theory" as exemplified by Christopher Rufo, who thrust Critical Race Theory into the limelight, and who publicly admitted on Twitter, "*We have successfully frozen their brand — "critical race theory"—into the public conversation and are steadily driving up negative perceptions. We will eventually turn it toxic, as we put all of the various cultural insanities under that brand category.*"

Critical Race Theory is a specialized, and academically advanced legal topic, which isn't taught in K-12 curriculum.

"But why do people publish opinion articles and describe themselves as Critical Race Theorists?"

There exists a broad school of advanced academic thought, evolved from the legal framework, and some academics call themselves Critical Race Theorists.

In this context, Critical Race Theory isn't well defined, and most who oppose racism could claim to be Critical Race Theorists. This is changing, but the topic is still broad and might include academics interested in education, social work, economics, business administration, etc.

As far as I can tell, outside of the legal framework, Critical Race Theory, while confined to advanced academic circles, lacks a specific definition. As such, neither the legal framework nor the undefined school of advanced academic thought are being taught in public schools.

“What about Marxism and Critical Race Theory? Is Critical Race Theory a version of Marxism?”

No, as stated above, Critical Race Theory is a legal framework that was developed at Harvard Law School. I feel pretty certain that Harvard Law School did not develop or rebrand Marxism.

“Well the New Mexico Republican Party insists that Marxism is being pushed in our K-12 public schools, that seems really scary, is it true?”

Generally, no! But to be honest, a solid “no” is probably not accurate, because Karl Marx's writings have influenced so much, including modern notions around aesthetics, ethics, ontology, epistemology, theoretical psychology, and the philosophy of science, just to name a few.

...But the Republican Party of New Mexico isn't worried about those things, rather they seem to suggest that students are being taught to create a Communist society. This seems like a revival of 1950s McCarthyism where the United States Republican Senator Joseph McCarthy led the United States populace through eight years of histrionic terror over “communist subversion.”

In the end, McCarthy was censured by his Senate colleagues, and his name is infamously is the root of the word “McCarthyism,” which generally means reckless, and unsubstantiated accusations.

Today the histrionics are around “socialists”, and around “Marxism in the schools.” Similar to 1950s McCarthyism, these modern hysterical entreaties are also unsubstantiated, as evidenced in the [LETTER] page 4, where “Critical

Race Theory” (scary Marxism) can be detected by the “not-so-subtle inclusion of various words and phrases...”

This portion of the [LETTER] made me chuckle, it reminded me of a musical I performed in as a high school student, “The Music Man.”

In short, a grifter, while trying to scam a small town, says of the town’s children, “have you noticed certain words creeping into their conversation? Words like, ‘swell’, and ‘so is your old man’, well if so, my friends, you’ve got trouble!” He worked the community into a state of hysteria, where they almost turned on the mayor, for allowing a pool table in the billiard hall. A pool table which would certainly result in the unraveling of society, and destruction of the American Dream.

The [LETTER] contains numerous other examples of unsubstantiated hysteria-inducing allegations.

For example, comparing ANTIFA, characterized by the FBI director as “a movement or an ideology [not an organization]” or the weather underground, a truly violent extremist group of fewer than 10 people, to the KKK an infamous domestic terrorist group, which in the early 20th century boasted as many as four to five million members in the USA. The [LETTER] also sought to compare BLM to the KKK, despite the fact that more than 95% of BLM protests were peaceful, and its aim is to end the unequal treatment of Black people, while the KKK’s aim was always to perpetuate unequal treatment of Black people, Indigenous people, Latin American people, Catholics, Jews, etc.

I struggle with why the Republican Party of New Mexico is concerned with students exploring the history and terror of the KKK. I feel that the history of the KKK and its decline from several million members to fewer than ten thousand, today is something to be proud of, as a country.

Sincerely,
Michael Adams, Los Alamos

[EXTERNAL] Our family in full support of updating K-12 social studies curriculum

Karen Bentrup <karenbentrup@yahoo.com>

Fri 11/12/2021 5:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To NM Public Education Department,

NM's social studies standards have not been updated since 2001 AND they must be upgraded to meet the settlement agreement of Yazzie/Martinez v. State of New Mexico. In addition, excellent curriculum like the 1619 Project and many more are filling in the omissions in our education for all ages. Especially in NM with it's at least 3 waves of colonial assaults on the indigenous peoples of this land - Spanish, Mexican&Spanish, and Anglos later. It only serves the lies of white supremacy when the superficial, watered-down history and current experiences of people in this land called the U.S. is taught to our children.

Be bold, be real and prepare ALL our children with the full history of this land, it's many nations and the U.S.

Thank you, Mr. and Mrs. Lloyd DeWald and Family
Albuquerque NM 87122

[EXTERNAL] Social Studies NM Rules

Andra Stradling <andrastradling@gmail.com>

Fri 11/12/2021 6:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The New Mexico Public Education Department (NMPED) recently published its draft social studies standards for teachers, which are chock-full of racist Critical Race Theory (CRT), anti-Hispanic hate, the "LGBTQI+" agenda, among other frightening curricula.

Michelle Lujan Grisham's NMPED claims the current social studies standards "do not address the increasingly diverse perspectives and histories of the peoples of New Mexico." The rules want students to demonstrate "respect for the feelings of people who are similar and different from me."

The proposed rules weave in socialism, racism toward non-minority groups, extreme environmentalism, and globalism. These benchmarks have students "develop pride in his/her/their identity, history, culture, region by incorporating a community based approach while preparing students to be a part of a global environment."

Students are to "[a]ssess 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," writes one of the proposed rules, a key tenet of the racist Critical Race Theory. The rules ask students to assess this and to "Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities."

CRT is blatant in the rules, especially where the students are to learn how America is supposedly racist in its very framework. Students are to "[d]escribe how inequity in the United States laid the foundation for conflict that continues today."

The standards include alarming new benchmarks, specifically targeting Spanish settlers in the United States, writing regarding historical thinking that students should "Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards."

The proposed draft notes that it wants to "Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures" Regarding the territorial period of New Mexico, the rules aim to "Determine the role of race and racism in the acts of land redistribution during the territorial period."

Also, students are to use "evidence from primary and secondary sources to compare and contrast the impacts of European colonization on Indigenous populations."

The proposed curriculum appears to attempt to demonize conservatives, having students "Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people."

Also apparently demonized in the new curriculum are guns and gun owners. The rule states that

students are to "Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future."

Included in the proposed rule is a move to have students examine "anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present."

Action steps urged for students to take through the new social studies curriculum include the following:

Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.

Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability

The "civics" section of these rules includes benchmarks for students to "cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy." The United States is a constitutional republic, not a "democracy."

The Constitution is demonized for what groups are allegedly left out of it and students are 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."

Students are also to "Explore the movement against police brutality." Also, they are to evaluate the "effects of diverse ideologies and the process of political socialization on oneself and society."

Regarding the environment, among many other factors, students are to analyze "US government policies to reduce climate disruption."

As well, students must evaluate the economic framework of America, which the curriculum sheds in a bad light for its capitalist structure. They are to "[c]ritique inequalities that exist in economic systems." while using "economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems."

These policies are full of new racist, anti-capitalist, anti-police, anti-gun, anti-conservative, anti-Hispanic, and anti-American sentiments while only mentioning the Constitution to claim it is a racist document full of "inequities."

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Honorina Briones <honobri17@gmail.com>

Fri 11/12/2021 6:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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No; do not update Social Studies Standards.

Sent from my iPhone

[EXTERNAL] Comment on proposed changes to Social Studies Standards 6.29.11

Nancy Spivey <spiveyslp@yahoo.com>

Fri 11/12/2021 6:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To New Mexico Public Education Department,

This is **NOT** the time to update New Mexico's Social Studies Standards. **Please leave the current standards in place at this time.**

Having reviewed the Social Studies standards that are currently in place that address Civics, History, Geography, and Economics as compared to the Proposed Integrated standards that add "Ethnic, Cultural, and Identity" as well as "Inquiry", I am respectfully recommending that the Social Studies Standards **SHOULD NOT BE UPDATED** at this time.

NM students need to learn the facts, good and bad, about our World, US and NM History. The current NM Social Studies standards that address Civics, History, Geography and Economics provide well rounded factual lessons. New Mexico needs to continue to teach with Dr. King's dream as a foundation, that our children "will not be judged by the color of their skin, but by the content of their character. "

Before standards are changed, the local school boards and the public need to see sample lessons and samples of curriculum that address the new "Integrated Standards" 6.29.11 **without** teaching or instilling divisiveness.

NM students **SHOULD NOT** be required, as indicated in the "Proposed Integrated" 6.29.11 Social Studies standards to:

"describe how inequity in the United States laid the foundation for conflict that continues today"

discuss "diversity and identity"

"evaluating how society's responses to different social identities lead to access or barriers for various demographic groups in relation to various societal institutions..."

"demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures"

"...evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups"

Please **DO NOT** update NM Social Studies Standards.

Nancy Spivey

[EXTERNAL] Fwd: Comments: "New Mexico Social Studies Standards, Draft — Pre Rule Copy (122 pages):"

Michael Campbell <camp.pecos@gmail.com>

Fri 11/12/2021 6:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 2 attachments (546 KB)

Written Comments to PED.pdf; NMPED Slide Attachments.pdf;

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Could I again ask someone at PED to acknowledge its receipt on my submittal (below) and confirm that I have been placed on the Speaker's list for a 3 minute presentation? Thanks.

Michael Campbell
camp.pecos@gmail.com

Begin forwarded message:

From: Michael Campbell <camp.pecos@gmail.com>

Subject: Comments: "New Mexico Social Studies Standards, Draft — Pre Rule Copy[122 pages]:"

Date: November 8, 2021 at 1:08:06 PM MST

To: John Sena <rule.feedback@state.nm.us>

Dear Mr. Sena:

I tender the following documents, to be added to the public record, as comments regarding: "New Mexico Social Studies Standards, Draft — Pre Rule Copy (122 pages):"

1. A 29-page letter, including endnotes, dated November 8, 2021 and signed by me, and;
2. An attached PowerPoint, Slide Nos. 1-17.

Could I ask that you or someone at the Department acknowledge receipt (by a short return e-mail) of these documents. Thank you.

Michael Campbell
camp.pecos@gmail.com

November 8, 2021

VIA E-MAIL

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gasper Ave, Room 121
Santa Fe, N.M. 87501
rule.feedback@state.nm.us

**Re: Written Public Comments:
New Mexico Social Studies Standards
Draft – Pre Rule Copy (pp. 1-122)**

Dear Mr. Sena

My background is noted.¹

I ask that you make these comments part of the public record in this matter. I have reviewed the “New Mexico Social Studies Standards, Draft – Pre Rule Copy (pp. 1-122)(the “Proposed New Standards”) as well as documents surrounding those standards, found on the PED website, and elsewhere. I offer a **Summary** of my Comments, followed by **General Comments**, and then **Specific Comments** on the Proposed New Standards by grade, beginning with the proposed standards for New Mexico Kindergarten children.

SUMMARY

By sponsoring the Proposed New Standards, the New Mexico Public Education Department (“PED”) introduces major tenants of Critical Race Theory (“CRT”) to New Mexico public school classrooms, beginning in Kindergarten and continuing with increasing intensity through Grade 12.

CRT is an ideology premised on division and fear that looks at American society with the conviction that *racism* is at the core of American law and institutions. The doctrine posits that there are only two types of people in America: oppressors and oppressed. It is sourced in classic Marxist theory about a struggle between capitalists and the working class. CRT theory dictates that to eliminate racism American society and institutions must first be destroyed, and then be rebuilt as directed by its proponents.

As proposed by PED, these CRT “standards” indoctrinate New Mexico children, beginning at 5 YOs in Kindergarten, by placing them in respective racial groups – presently defined by PED to include “[i]ndigenous, Hispano/Latino,

Chicano, Mestizo, Genizano, African American” and, presumably, white.² CRT proponents euphemistically call these racial distinctions “identity groups.” Children are placed and kept in these “identity groups” beginning in Kindergarten with seemingly innocuous learning standards:

“K22 Communicate a positive view of themselves and identify some of their group identities.

“K23 Describe ways in which they are similar and different from other people who share their identities, and people who do not.”

See, Proposed New Standards, Kindergarten at p. 16 (emphasis added). But PED intensifies CRT indoctrination as New Mexico children advance in age and grade. By the time New Mexico children reach 9th Grade, PED drops all pretense and out-right announces its demand that New Mexico public school students adopt CRT theory:

“9-12.ECI.14 Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.

“9-12.ECI.16 Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.”

See, Proposed New Standards 9-12 at p. 122 (emphasis added). This is pure, unadulterated CRT-speak.

Any rational assessment would conclude that PED’s Proposed New Standards are infested with CRT. These standards are divisive, anti-American, anti-free enterprise, and destructive of the tri-cultural community at the center of New Mexico’s identity. There could not be a more socially-divisive educational approach than what the PED seeks to implement with its Proposed New Standards.

These Proposed New Standards should be abandoned or amended substantially. Any further PED meetings on these Standards should be noticed and open to the public and parents, which has not occurred previously.

GENERAL COMMENTS

These are comments on the general tone, tenor and content of the Proposed New Standards, the faulty, exclusionary procedure by which these standards have been drafted to date, and the prospect these standards may be adopted and implemented without appropriate public or parental disclosure or input.

1. With these Proposed New Standards, Critical Race Theory (“CRT”) Comes to New Mexico. Proponents of these Proposed New Standards will take one of two tracks to support their adoption. Some will argue that these standards do not incorporate CRT. That argument is demonstrably false. Facts demonstrate that language in these standards comes straight from CRT ideology and literature. Other proponents will argue that while these standards do incorporate CRT, it’s OK to teach CRT to New Mexico children, beginning in Kindergarten. That argument is also false.

2. What is CRT? We can’t see CRT unless we know what we are looking for. What is CRT?

CRT is an intellectual approach to looking at US society with a conviction that *racism is at the core* of [American] laws and institutions.³ It is an academic discipline built on the framework of Marxism.⁴ Relegated for many years to universities and obscure academic journals, over the past decade it has increasingly become the default ideology in public institutions.⁵

There are a series of euphemisms deployed by supporters of CRT to describe the doctrine, including “equity,” “social justice,” “diversity and inclusion,” “identity groups,” and “culturally responsive teaching.”⁶ CRT theorists, realizing a label of “neo-Marxism” would be a hard sell, cloak the program in terms of “equity.” But the object of CRT is to divide people into their respective racial “identity groups” and then let them fight it out as to who is more “oppressed.”

Marxist-based CRT embedded in these New Proposed Standards is culturally divisive, detrimental and destructive of the tri-cultural community at the center of New Mexico’s identity. These standards must be abandoned.

3. CRT is embedded in the Proposed New Standards by means of “Guiding Principles.”

It takes little effort to recognize the CRT-speak embedded in the Proposed New Standards. In its Introduction to the Proposed New Standards, PED announces “[t]hese standards were developed with the *following guiding principles* in mind:”

“Incorporating major historical themes such as power, class conflict, struggle, geo political impact, social justice, equity and diversity through content standards designed to teach these topics in developmentally appropriate ways.”

See, Proposed New Standards at p. 9. This is nothing but CRT-Speak. Why must the PED “guiding principles” be so uniformly *negative*? Are there perhaps other “major historical themes” – positive themes -- that might guide educational instruction, such as “America fought the Civil War to end slavery,” “America is a land of

opportunity,” “rising living standards,” “eradication of Jim Crow laws,” “integration replacing segregation?” But optimism and patriotism have no place in CRT theory, which is grounded in division and disunity. In CRT-speak, some people are “oppressors” (usually identified as white, Christian, heterosexual males) and all other people are “oppressed.” Another of the PED’s “guiding principles” -- used to frame these Proposed New Standards -- is:

“Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizano, African American and other cultural perspectives.”

See, Proposed New Standards, at p. 9. Hopefully, at some point, PED will explain to the public/parents the *educational relevance of teaching differences among* “Hispano/Latino, Chicano, Mestizo, and Genizaro.” Why does PED propose to teach these racial distinctions to New Mexico students? How exactly are teachers supposed to teach these distinctions to students? And what are students supposed to do once they acquire this “knowledge?” Another of the PED’s “guiding principles:”

“Identifying tools to share authentic stories including the study of the relationship between power and oppression.”

Id. This is nothing but Marxist indoctrination.

The PED’s “Guiding Principles” undergird the Proposed New Standards beginning in Kindergarten and continuing through 12th Grade, *See*, Specific Comments, *infra*. The Standards should not be adopted.

4. The PED’s radical “Guiding Principles” were not drafted by the 64 New Mexico Educators. They were drafted by PED and imposed on the educators by fiat.

The PED, in public press reports, suggests the Proposed New Standards were the work of 64 dedicated New Mexico Educators.⁷ That is not fully truthful. Documents obtained through the New Mexico Inspection of Public Records Act appear to confirm that the radical “Guiding Principles” undergirding the Proposed New Standards were drafted solely by the PED and imposed on the educators with no room for debate.⁸

One plaintive participant reacted to the PED-imposed “Guiding Principles” with a lament probably held by many such educators:

“After looking at many of these concerns my number 1 concern is ***how much are we really looking out for the children. Many concerns about culture, sexuality, and diversity, but those are personal issues. Kids are the ones***

being taught so are they being [thought of] when we are writing the standards.”

See, PED document produced in response to IPRA request: “Reflection 4-13-21” (emphasis added).

5. The Proposed New Proposed Standards are sourced in CRT literature.

Where does this CRT-based language in New Mexico’s Proposed New Standards come from? Did the “64 New Mexico educators” who allegedly drafted these standards come up with these standards on their own?

No they didn’t. A review of the source materials used by the drafters of these standards confirms that the most controversial of these standards are grafted directly from reliable CRT sources.⁹ One of its sources is:

(a) “Social Justice Standards,” authored by the Southern Poverty Law Center (“SPLC”). The teaching principles of the SPLC are “divided into four domains: identity, diversity, justice, and action,”¹⁰ which is CRT-speak. The PED’s adoption of the Social Justice Standards is exemplified by comparing the following standards for *Kindergarten* students:

Social Justice Standard

I can describe some ways that I am similar to and different from people *who share my identities* and those who have other identities. DLK-2.7

PED’s Proposed New Standard

Describe ways in which I am similar and different from other people *who share my identity*, and people who do not. K.23

(emphasis added). PED has simply lifted standards from this CRT-favored source.

(b) A second source utilized by the PED is “Teaching Hard History (K-5),” also authored by the SPLC.¹¹ These are simply the same SPLC-authored “Social Justice Standards,” on steroids.

(c) A third source listed by the PED is “NCSS,” which is shorthand for the National Association of Social Studies. One can find all one needs to know about this organization by examining a speech the head of this group, Tina Lane Heafner, gave to the organization in 2018 titled “Agency, Advocacy, Activism for Social Studies.”¹² Ms. Heafner states:

“Social studies, more than any other subject area, has the capacity to reveal structural racism, inequality and exclusion that endures in U.S. society and is deeply rooted in our nation’s history and perpetuated through policies, practices, attitudes and cultural messages.

This is textbook CRT-messaging. It is embedded in the Proposed New Standards for New Mexico public school students.

There can be no credible debate that the Proposed New Standards are embedded with CRT.

6. There has been little, if any, public/parental participation in the formulation, discussion and drafting of the Proposed New Standards.

The PED website confirms that there has been little, if any, public or parental participation in formulation, discussion or drafting of the Proposed New Standards.¹³

7. This November 12, 2021 hearing may be the one and only opportunity for public/parental comment on the Proposed New Standards.

The PED website confirms that this November 12, 2021 hearing will be the one and only opportunity for public/parental input into these Proposed New Standards. The 64 New Mexico educators will “implement” these standards via teacher training and compilation of materials in the Spring of 2022, with full implementation contemplated by the 2023-2024 school year.¹⁴

8. The Proposed New Standards will be *mandatory*. Local School Boards cannot modify or opt-out of the standards.

The PED website states that the “[Proposed New Standards], once the Rule approval process has taken place . . . will be codified . . . and *will continue to be mandated for students in grade k-12.*”¹⁵ Local School Boards will have no authority to modify or opt-out of these standards.¹⁶

9. The “warts” or “evils” of New Mexico and American history should be taught in New Mexico public schools, but only at an appropriate time and in an appropriate manner.

I don’t criticize these Proposed New Standards thinking that students should not be educated on the “warts” or “evils” of the New Mexico and the American experience. They must be educated on that history – whether early practices of indigenous people, conflict among indigenous people, conflict between indigenous people and Spanish explorers, conflict among indigenous people, Spanish descendants, and white pioneers, slavery, Jim Crow laws in the South, woman’s suffrage, etc., etc., etc. But shouldn’t we be very careful and very sensitive about when we teach these subjects and how we teach them lest we exacerbate the tensions and conflict readily apparent in American society today. These Proposed New Standards fail on these criteria; they are neither careful nor sensitive about when and how we teach these subjects to New Mexico’s children. I fear that the

adoption and implementation of these Proposed New Standards will worsen our already fragile societal cohesion.

SPECIFIC COMMENTS

I offer these more specific comments directed to the New Proposed Standards, by age and grade. I've reviewed the Proposed New Standards in detail. I've also reviewed the standards existing now, before these proposed revisions (the "Existing Standards").¹⁷

I've made detailed comparison of the Existing Standards to the Proposed New Standards. These are my specific comments.

1. Why is it either necessary or appropriate to teach "social studies" to 5-10 year old children in grades K-5, when the great majority of these students can't read at grade level?

Both the Existing Standards and the Proposed New Standards pose social studies "standards" for 5-10 year old children in grades K-5. The question should be asked . . . WHY? Why is it necessary or productive to attempt to teach these young children "social studies" -- particularly the controversial "social studies" posted by the Proposed New Standards (*infra*) -- when the vast majority of these children ***cannot read at grade level?***

The latest achievement data posted on the PED website is for 2019.¹⁸ A spreadsheet at that site¹⁹ shows the dismal numbers for reading proficiencies by grade in all New Mexico public schools. For all New Mexico students/all schools, 63% of kindergarten children cannot read at grade level; for first grade, 66% are not proficient; for second grade 57%; for third grade 70%; for fourth grade 70%, and, fifth grade 67%. Math proficiencies at these grade levels are even worse. And this data was before the educational disruptions caused by the pandemic. Proficiencies are undoubtedly worse today.

It appears some educators agree with the proposition that at these younger ages in these early grades, a social studies curriculum should defer to (and be incorporated into) the reading curriculum. Common Core Standards, which I understand were adopted by the PED, state:

"The [Social Studies] standards below begin at Grade 6; *standards for K-5 reading in history/social studies, science and technical subjects are integrated into the K-5 Reading standards.*"²⁰

(emphasis added). Doesn't it make sense to at least *discuss* whether the educational populace (students, parents, teachers and society in general) is better served by

concentrating educational resources on basic subjects like reading and math in these early years?

2. The Proposed New Standards posit two completely novel “strands” of social studies: (v) “inquiry” and (vi) “ethnic, cultural and identity studies.”

In its Introduction to the Proposed New Standards, PED identifies four traditional “strands” of social studies: (i) civics and government, (ii) economics, (iii) geography, and (iv) history.²¹ These strands are also identified in the Existing Standards.²²

But the PED has inserted two new, completely novel “strands” in its Proposed New Standards: (v) “inquiry,” and (vi) “ethnic, cultural and identity studies.”²³ PED offers no justification for adding these new “strands” and it offers no “source” for these additions. It’s unlikely the 64 New Mexico Educators drafted these new “strands” on their own. What is the source of these two new social studies “strands?”

3. Grade-Specific Comments

What follows are specific comments, by age and grade-level, on the Proposed New Standards.

Because it is important that decision-makers understand that PED seeks to embed CRT theory into the very earliest public education grades, beginning with Kindergarten, I have made a detailed side-by-side comparison of the Existing Standards to the Proposed New Standards for Kindergarten through Grade 3. The standards will apply to New Mexico children ages 5-8.

K. Kindergarten (5 YO)

I’ve attached to this letter as Slides 1-3, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for Kindergarten students (5 YO). That comparison yields the following conclusions:

(i) PED has eliminated Existing Standards for teaching “patriotic activities.”

The Existing Standards contain a standard for Kindergarten students as follow:

“KIII-B Recognize patriotic activities including the Pledge of Allegiance, the Star Spangled Banner, salutes to New Mexico, and the New Mexico State Songs.”

See, Slide 3 (attached). The Proposed New Standards *eliminate* this standard.

(ii) PED has eliminated Existing Standards for teaching “fairness.”

The Existing Standards contain a standard for Kindergarten students as follow:

“KIII-C Describe and provide examples of fairness.”

Slide 3. The Proposed New Standards *eliminate* this standard.

(iii) PED has eliminated Existing Standards for teaching “good citizenship,” including “taking turns” and “sharing.”

The Existing Standards contain a standard for Kindergarten students as follows:

“KIII-D Describe what is meant by citizenship. Explain what is meant by “good citizenship,” to include: (i) taking turns and sharing, and (ii) taking responsibility for your own actions.”

Slide 3. The Proposed New Standards *eliminate* this standard.

(iv) PED has eliminated Existing Standards for teaching “the importance of jobs.”

The Existing Standards contain a standard for Kindergarten students as follows:

“KIV-B Understand the importance of jobs.

Slide 3. The Proposed New Standards *eliminate* this standard.

(v) PED introduces racial distinctions (called “Group Identity”) to 5 YO Kindergarten children.

The Proposed New Standards introduce the concept of racial distinctions (called “Group Identity”) to 5 YO children at the Kindergarten level:

“K22 Communicate a positive view of themselves and *identify some of their group identities*.

“K23 Describe ways in which they are similar and different from other people *who share their identities*, and people who do not.

Slide 3 (emphasis added). PED should explain why it's necessary or appropriate to teach New Mexico's 5 YO Kindergarten students about racial "group identities." Are the group identities to be taught those identities specified in the PED's introductory "Guiding Principles:" "Indigenous, Hispano/Latino, Chicano, Mestizo, Genizano, African American and other cultural perspectives?" Really? In Kindergarten?

(vi) PED's Proposed New Standards seek to teach "compelling questions" to 5 YO Kindergarten children.

The Proposed New Standards, under the new social studies "strand" of "Inquiry," propose to teach 5 YO Kindergarten children something called "compelling questions," whatever that might be:

"K1 Recognize a compelling question.

"K2 Identify the relationship between compelling and supporting questions.

"K3 Construct responses to compelling questions using examples."

Slide 1. I first thought this Proposed New Standard was a typographical error. How and why does PED propose to teach "compelling questions" to 5 YO children? What exactly is a "compelling question" suitable to be taught to a 5 YO child? Who decides that? What exactly is the reason or purpose in teaching a 5 YO child "the relationship between compelling and supporting questions?" Perhaps PED can explain what its objectives are here.

(vii) PED seeks to make 5 YO Kindergarten children "student activists."

The Proposed New Standards require that we teach 5 YO Kindergarten children to be "student activists;"

"K4 Take group or individual action to help *address local, regional and/or global problems.*"

Slide 1 (emphasis added). Is it appropriate to teach 5 YO Kindergarten children to "address . . . problems?" Is it the collective mentality of the educational establishment in New Mexico that 5 YO Kindergarten students should be taught to "address . . . global problems?"

(viii) PED seeks to make 5 YO Kindergarten children "student activists," contd.

The Proposed New Standards require that we teach 5 YO Kindergarten children to:

“K5 Use deliberative and democratic procedures to make decisions about and ***act on civic problems in their classrooms.***”

Slide 1 (emphasis added). Again, what exactly are we doing teaching 5 YO New Mexico Kindergarten children to “*act on civic problems in their classrooms?*” 5 YO children do not know or comprehend what “civic problems” are . . . unless their teachers tell them what they are. And is that what we want to happen? Don’t we want 5 YO children to grow in these years happy and inquisitive? Won’t their appreciation of “problems” come soon enough?

FG. FIRST GRADE – 6 YO

I’ve attached to this letter as Slides 4-7, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for 6 YO First Grade students. That comparison yields the following conclusions:

(i) PED re-enforces teaching racial distinctions (called “Group Identity”) to 6 YO First Graders.

The Proposed New Standards continue the teaching of racial distinctions (called “Group Identity”) to 6 YO children at the First Grade level:

“1.23 Explain how *groups of people* believe different things and live in different and interesting ways.

“1.24 Explain how *student and individual identities* are part of what makes each person unique and special.”

Slide 7 (emphasis added).

(ii) PED continues its effort to make now 6 YO First Graders “student activists.”

The Proposed New Standards continue the goal to make now 6 YO First Graders into “student activists:”

“1.5 Take group or individual action *to help address local, regional and/or global problems.*”

Slide 4 (emphasis added).

(iii) PED continues its effort to make now 6 YO First Graders “student activists,” contd.

The Proposed New Standards require that we teach 6 YO First Grade children to:

“1.6 Use deliberative and democratic procedures to make decisions about and *act on civic problems in their classrooms.*”

Slide 4 (emphasis added). What exactly is PED’s objective with these “standards?”

(iv) PED has eliminated Existing Standards for teaching “US historical events,” like MLK day, Memorial Day, etc.

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1I-B Identify the significance of US historical events and symbols (e.g. MLK Day, Memorial Day, Independence Day, Labor Day, Veterans Day, US Flag, bald eagle).

Slide 4. The Proposed New Standards *eliminate* this standard.

(v) PED has eliminated Existing Standards teaching “fairness, loyalty, patriotism.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1III-D Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.”

Slide 6. The Proposed New Standards *eliminate* this standard.

(vi) PED has eliminated an Existing Standard teaching “good citizenship” and “fair play” and “being trustworthy.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1III-D 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.”

Slide 6. The Proposed New Standards *eliminate* this standard.

(vii) PED has eliminated an Existing Standard teaching the “value of work.”

The Existing Standards contain a standard for 6 YO First Grade children as follows:

“1IV-B Understand the value of work.”

Slide 7. The Proposed New Standards *eliminate* this standard.

(viii) The Existing Standards focus on “commonality” among First Graders; the Proposed New Standards focus on “differences.”

The Existing Standards contain a standard based on “commonality” among First Graders; the Proposed New Standards focus on “differences” among them.

<u>Existing Standard</u>	<u>PED’s Proposed New Standards</u>
1I-A Identify <i>common</i> attributes of people living in New Mexico today.	1.12 Examine and identify <i>cultural differences</i> within a community. 1.23 Explain how groups of <i>people believe different things and live in different and interesting ways</i> .

Slides 4, 5 and 7 (emphasis added). Perhaps PED could explain why, in teaching New Mexico’s 6 YO First Graders, it thinks it best to focus on *differences* among children, rather than *commonalities* among them.

(ix) PED Proposed New Standards seek to teach “compelling questions” to 6 YO First Graders.

The Proposed New Standards, under the new social studies “strand” of “Inquiry,” increase teaching emphasis on “compelling questions,” now to 6 YO First Graders:

“1.1 Explain why a compelling question is important;

“1.2 Generate a supporting questions related to compelling questions across the social studies disciplines.

“1.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.

1.4 Construct responses to compelling questions using examples.

Slide 4. Again, perhaps PED can explain what its objectives are here.

SG. SECOND GRADE – 7 YO

I've attached to this letter as Slides 8-12, a side-by-side comparison of the Existing Standards to the Proposed New Standards, for 7 YO Second Grade students. That comparison yields the following conclusions:

(i) For 7 YO Second Grade children, PED continues its demand for teaching “diversity” rather than “commonality:”

The Proposed New Standards mandate teaching New Mexico 7 YOs “diversity” on a *global* scale:

“2.13 *Compare diverse world communities* in terms of members, customs and traditions to the local community.

“2.15 *Identify and compare the diverse North American cultural groups* of the past and today.”

Slide 10 (emphasis added). And in a Proposed New Standard that defies comprehension, the PED insists on teaching 7 YO New Mexico children to:

“2.16 Evaluate the effects of people, goods and ideas that *diffused from one world community into other world communities* and the effects of the people, goods and ideas on these communities.”

Id. (emphasis added). What? For 7 YO children? One can only imagine the teacher training and classroom materials necessary to put this “standard” into effect.

(ii) For some unexplained reason, PED continues to insist that 7 YO Second Grade children be taught “compelling questions.”

The Proposed New Standards continue to insist that 7 YO New Mexico children be taught about “compelling” questions, whatever that might mean:

“2.1 Explain why a compelling question is important.

“2.2 Generate supporting questions related to compelling questions across the social studies disciplines.

“2.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.

“2.4 Construct responses to compelling questions using examples, and relevant details.”

Slide 8. Good luck with this, when 57% of New Mexico 7 YO Second Graders are not proficient in reading at grade level.

(iii) PED re-emphasizes that 7 YO Second Graders must become “student activists.”

As if by rote and repetition, PED continues to demand that 7 YO Second Graders be taught to be “student activists:”

2.5 Take group or individual action to help address local, regional, and/or global problems.

2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

Slide 8 (emphasis added).

(iv) PED insists that New Mexico 7 YO Second Graders remain in their respective “Identity Groups.”

Without any stated justification, PED insists that New Mexico 7 YO Second Graders remain in their respective “Identity Groups:”

*2.28 Describe ways in which we are similar and different from *people who share identities*, and people who do not.*

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

Slide 12 (emphasis added).

(v) PED has eliminated standards to teach 7 YO Second Graders about the “public good” and “good citizenship.”

Existing Standards contained standards to teach Second Graders about the “public good” and about “good citizenship:”

“2III-C Describe the concept of “public good” and identify local examples of systems that support the “public good.”

2III-D Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.”

Slide 10. The Proposed New Standards *eliminate* these standards .

TG. THIRD GRADE – 8 YO

I've attached to this letter as Slides 13-17, a side-by-side comparison of the Existing Standards to the Proposed New Standards for 8 YO Third Grade students. That comparison yields the following conclusions:

(i) PED, for 8 YO Third Grade children, continues to insist on teaching “group identity:”

The PED's Proposed New Standards continues its efforts to indoctrinate New Mexico's 8 YO Third Graders on their respective “group identity:”

“3.27 Express a positive view of *personal identities* without making someone else feel badly.

“3.28 Compare and contrast *cultural identity* with other people and groups.

“3.29 Identify the actions of *people and groups who have worked throughout history to bring more justice and fairness to the world.*”

Slide 17 (emphasis added). With respect to the Proposed New Standard 3.29, would PED include America's Founding Fathers in any such group? Probably . . . not.

(ii) For 8 YO Third Grade children, PED continues to insist on teaching “compelling questions,” whatever those might be.

PED, with its Proposed New Standards for New Mexico's 8 YO Third Graders, continues to insist on teaching “compelling questions,” whatever those might be. The Proposed New Standards require Third Graders to:

3.1 Identify disciplinary ideas associated with a compelling question.

3.2 Use supporting questions to help answer the compelling question in an inquiry.

3.3 Determine the credibility of one source.

3.4 Cite evidence that supports a response to supporting or compelling questions.

3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.

Slide 13.

(iii) PED, with its Proposed New Standards, continues to demand that New Mexico’s 8 YO Third Graders become “student activists.”

PED, with its Proposed New Standards for New Mexico’s 8 YO Third Graders, continues to teach children to be “student activists.” The Proposed New Standards require Third Graders to:

3.6 *Identify challenges and opportunities when taking action to problems, including predictable possible results.*

3.7 *Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.*

Slide 13 (emphasis added). PED’s own data confirms that 70% of New Mexico 8 YO Third Graders are not proficient at grade level reading.²⁴ Shouldn’t we perhaps focus educational effort on that deficiency before we ask these children to “act on civic problems in their classrooms?”

(iv) PED has eliminated an Existing Standard to teach 8 YO Third Graders about the “public good:”

There is an Existing Standard that requires teachers to teach 8 YO Third Graders about the “public good;”

“3III-A Explain the basic structure and functions of local government. Explain and give examples of “public good.” Explain how NM helps to form a nation with other states.”

Slide 15. The Proposed New Standards *eliminate* this standard.

(v) PED has eliminated an Existing Standard to teach 8 YO Third Graders about “how the majority protects the minority.”

There is an Existing Standard that requires New Mexico teachers to teach 8 YO Third Grade students about concepts of majority/minority government:

“3III-C Describe how the majority protects the rights of the minority.”

Slide 15. The Proposed New Standards *eliminate* this standard.

(vi) PED has eliminated an Existing Standard explaining the US system of “free enterprise:”

There is an Existing Standard requiring teachers to teach 8 YO Third Graders to understand America’s “free enterprise” system:

“3IV-B Recognize that a market system exists whenever buyers and sellers exchange goods and services. Understand how businesses operate in the US in a free enterprise system, identify examples of economic systems.”

Slide 16. The Proposed New Standards *eliminate* this standard.

4G—6G. 4th THRU 6th GRADE – 9 to 11 YOs

Because of time and space limitations, I don’t offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for Grades 4 thru 6. But I have studied both standards and offer these observations:

(i) The PED, for Grades 4 thru 6, continues to insist on teaching racial distinctions based on “Group Identities:”

This category of standards is for some reason muted for 9 YO 4th Graders. But they reappear with a vengeance for 10 YO Fifth Graders and for 11 YO Sixth Graders.

“5.30 Demonstrate knowledge of family history, culture, and past contributions of *people in main identity group*.

“6.15 Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people *in their self-identified affinity groups*.

“6.16 *Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.*

“6.20 Identify how differences and similarities *between diverse groups* impacts perspectives.

“6.22 Explain how the treatment of people (past and present) *shaped group identities and cultures.*”

Proposed New Standards, at pp. 42, 45-46 (emphasis added). Perhaps someone should ask PED to explain why it insists on the teaching 11 YO New Mexico Sixth Graders about “self-identified affinity groups” when its own data shows that nearly 70% of them cannot read at grade level.

(ii) The Proposed New Standards for Grades 4 thru 6 continue to demand teaching the array of “compelling questions” first begun in Kindergarten.

The PED’s fixation on “compelling questions,” begun in Kindergarten, continues apace for 9-11 YO children in Grades 4 thru 6. Each such grade has some variation of the following Grade 4 standard for 9 YOs:

“4.1 Explain how a compelling question represents key ideas in the field.

“4.2 Use supporting questions to help answer the compelling question in an inquiry.

“4.3 Cite evidence that supports a response to supporting or compelling questions.

“4.4 Construct responses to compelling questions using reasoning, examples, and relevant details.”

Proposed New Standards, at p. 33. For nearly identical standards for 10 YO 5th Graders, *see* Proposed New Standards 5.1 – 5.5, *id.* at p. 38; for similar standards for 11 YO 6th Graders, *see* Proposed New Standards 6.1 – 6.3, *id.* at p. 44.

(iii) The Proposed New Standards for Grades 4 thru 6 continue to insist on “student activism:”

The PED’s insistence that the New Mexico public school children become “student activists,” first begun in Kindergarten, continues apace for 9-11 YO children in Grades 4 thru 6. Each such grade has some variation of the following Grade 4 standard for 9 YOs:

“4.5 Identify challenges and opportunities *when taking action to address problems*, including predicting possible results.

“4.6 Use deliberative and democratic procedures to *make decisions and act on civic problems in their classrooms*.

Proposed New Standards, at p. 33 (emphasis added). For nearly identical standards for 10 YO 5th Graders, *see* Proposed New Standards 5.6 – 5.7, *id.* at p. 38; for “Inquiry” standards for 11 YO 6th Graders, *see* Proposed New Standards 6.17, *id.* at p. 45.

(iv) PED has removed from teaching Existing Standards that are principled, and non-controversial.

Existing Standards require the teaching to 9 YO 4th Graders of simple, principled concepts of the free-enterprise system:

“K-4IV-B(1) Understand how the characteristics and benefits of the free-enterprise system in New Mexico compare to the other economic system in New Mexico (e.g. acequia system).

Existing Standards, fn. 19, supra., at p. 6. The Proposed New Standards *eliminate* this standard. Similar principled, non-controversial standards are eliminated from 5th and 6th Grade Existing Standards. *See*, 5th Grade Existing Standard 5IIC(2) (“Describe the contribution and roles of major individuals, including George Washington, James Madison and Ben Franklin” – eliminated); 6th Grade Existing Standard 6II-A(i) (“Identify the location of places using latitude and longitude” – eliminated).

(v) The PED’s Proposed New Standards insist of teaching some pretty strange topics in 4th thru 6th Grades.

In a Proposed New Standard, the PED requires teaching 9 YO 4th Graders to:

“4.26 Explain connections among historical contexts and people’s perspectives at the time.”

Proposed New Standards, at p. 36. Say again? A different Proposed New Standard demands teaching 11 YO 6th Graders to:

“6.7 Identify the inherent bias in maps.”

Proposed New Standard, at p. 44. Where is this nonsense coming from?

7G – 8G 7th and 8th GRADE – 12-13 YO

Because of time and space limitations, I do not offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for 7TH and 8TH Grades. But I have studied both standards and offer these observations:

(i) 7th Graders continue to be indoctrinated in CRT theory.

The PED, with its Proposed New Standards, intensifies its efforts to teach 12 YO children the tenants of racial “group identity:”

“7.11. Examine the relationship between stereotypes, bias, and *group identity*.”

“7.28 Evaluate how society’s responses to *different social identities* lead to access and/or barriers for various demographic in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.”

Proposed New Standards, at pp. 52, 54 (emphasis added). The PED standards focus on pessimism, not optimism:

“7.38 Describe the role of citizens in *ensuring the long-term survival of their community*, including cooperation, obligations, rights and responsibilities.”

Id. at p. 55 (emphasis added). The PED proposes extremely problematic classroom teaching for New Mexico’s 12 YO 7th Grade children, particularly New Mexico children of Spanish descent:

“7.59 Compare the patterns of exploration, *destruction and occupation of the Americas by Spaniards*.

“7.60 *Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.*”

Id. at p. 57 (emphasis added). Hopefully, at some point, the PED will explain to New Mexico parents what its object is in teaching these divisive concepts to their children and, more importantly, what the *result* of teaching these concepts will be. At the same time, PED might explain why it insists on teaching these concepts when its own data confirms that 75% of New Mexico’s 7th Grade male students cannot read at grade level.²⁵

Moreover, PED insists on teaching what it calls “unequal power relations:”

“7.82 Use primary and secondary sources to evaluate *the lasting impact of unequal power relations and disenfranchisement of persons and groups.*”

Id. at p. 60 (emphasis added). Is there *any data*, from *any source*, that presents credible evidence suggesting that in New Mexico there exists “*unequal power relations*” or “*disenfranchisement of persons or groups*?” Unless the PED can produce such evidence, these exceedingly divisive standards should be stricken from its proposed standards.

(ii) The PED continues to indoctrinate 8th Graders with CRT theory.

As New Mexico’s 12 YO 7th Graders graduate to the next grade, the PED continues apace with its attempted indoctrination of them with CRT principles:

“8.12 Examine how and why *diverse groups have been denied equality and opportunity both institutionally and informally.*

Proposed New Standards, at p. 64 (emphasis added). Emphasis remains on students’ racial “identity:”

“8.19 Describe the many facets of their *identity* (including family history and culture) and how they are connected to the collective history and other people in their *self-identified affinity groups.*”

Id. at p. 65 (emphasis added). Perhaps at some point the PED will explain what it means by its term “self-identified affinity groups,” a term it first introduced in its Proposed New Standards (6.15) for Sixth Grade?” What exactly does PED seek to “teach” New Mexico 13 YO with this “standard?” PED then introduces “gender” issues to its teaching standards:

“8.66 Describe immigrant and emigrant groups according to *gender composition* and develop a claim regarding *the impact of gender (dis)proportionality had on immigrant/emigrant community’s culture.*”

Id. at 71 (emphasis added). Really? Where is this standard coming from? Should we now be teaching alleged “gender discrimination” to New Mexico’s 13 YO 8th Grade children? When PED’s own data confirms that 69% of those children cannot read at grade level?²⁶ Finally, PED continues to require that we teach New Mexico children that . . . somehow, someway . . . maps are “biased:”

“8.5 Identify inherent bias in maps and analyze how they impact cultural memory.”

Id. at 64 (emphasis added). Ok. Who is the PED designee who will stand-up at a public meeting and explain this “bias in maps” and “cultural memory” teaching standard? Who will that person be?

9G – 12G HIGH SCHOOL – 9TH THRU 12TH GRADE -14-18 YO

Because of time and space limitations, I don’t offer a side-by-side comparison of the Existing Standards to the Proposed New Standards for 9th thru 12th Grades. But I have studied both standards and offer these observations.

Initially, it is of note that PED’s Proposed New Standards do not offer grade-specific standards for individual Grades 9 thru 12, as do the Existing Standards. Rather, the Proposed New Standards aggregate standards applicable for Grades 9-12, without specifying which standards apply to which grades. That non-distinction might make a big difference. The maturity level of a 14 YO 9th Grader is materially different from an 18 YO 12th Grader. The PED’s Proposed New Standards don’t recognize that differential in maturity levels. At a minimum, shouldn’t PED be made

to break-out these proposed standards so as to identify which are grade/age appropriate for which grade/age? Or, alternatively, shouldn't PED at least admit that its goal is to indoctrinate all of New Mexico's high school students (Grade 9 -12) with each of these "standards" in each such grade?

For its proposed new high school teaching standards, PED drops all pretense and outright admits that it will teach New Mexico's high school students the core CRT concept of "privilege" vested in the white race and "systemic inequity" resulting for everyone else:

"9-12.ECI.16. Assess how social policies and economic forces *offer privilege or systemic inequity* in accessing social, political, and economic opportunity *for identity groups* in education, government, healthcare, industry, and law enforcement. "

Proposed New Standards, at p. 122 (emphasis added). Please read that sentence again. And then try to imagine how New Mexico's teachers are trained to teach this topic and what materials are distributed in the classroom. Try to imagine further how a classroom of multi-cultured students is supposed to react to such teaching. It's a bit frightening. But PED continues:

"9-12.ECI.18. Examine the impact of historical, cultural, economic, political, religious, and social factors which resulted *in unequal power relations among identity groups.*"

Id. Where is the factual data suggesting there exists in New Mexico or nationally "unequal power relations among identity groups?" What does "unequal power relations" even mean? What is the educational purpose of teaching New Mexico's high school students that there may be "unequal power relations among identity groups?" More importantly, what is the societal result of such teaching?

The radical standards PED proposes are particularly distressing when posed against the current dismal state of New Mexico student achievement in the core topics of reading, math and science. The PED's published data, with respect to the academic competency of New Mexico's public high school students, yields the following depressing statistics:

- Statewide, 60% of 16 YO 11th Graders cannot read at grade level²⁷;
- Statewide, 90% of 16 YO 11th Graders are not proficient at grade level math²⁸;
- Statewide, 75% of 16 YO 11th Graders are not proficient at grade level science²⁹;
- In the Santa Fe School District, 61% of 16 YO 11th Graders cannot read at grade level³⁰;

- In the Santa Fe School District, 91% of 16 YO 11th Graders are not proficient at grade level math³¹;
- In the Santa Fe School District, 78% of 16 YO 11th Graders are not proficient at grade level science³²;
- At Capital High School, in the Santa Fe School District, 68% of 16 YO 11th Graders cannot read at grade level³³;
- At Capital High School, 95% of 16 YO 11th Graders are not proficient at grade level math³⁴;
- At Capital High School, 88% of 16 YO 11th Graders are not proficient at grade level science³⁵;
- 97% of the male students in the 11th Grade at Capital High School, in the Santa Fe School District, are not grade level proficient in math.³⁶

Why is it -- given these heart-breaking statistics -- that PED has chosen to focus its energy on teaching CRT-embedded “social studies?” Shouldn’t our fundamental education goal be to improve New Mexico student performance in reading, math and science? Do PED’s Proposed New Standards advance that goal? No! New Mexico’s drop-out rate will probably *increase* with these teaching standards, with the only other result being that dropouts will be *more* despondent or *more* angry.

Tone deaf, PED persists in insisting on teaching that “systemic inequity” underlies the American system:

“9-12.ECI.21. *Investigate how identity groups and society address systemic inequity* through individual actions, individual champions, social movements, and local community, national, and global advocacy.”

Proposed New Standards, at p. 122 (emphasis added). At one time, many thought that “assimilation” was noble and aspirational in American society. No longer. Assimilation, under the PED’s new standards, is not only ignoble; it is destructive:

“9-12.ECI.19 Examine the role assimilation plays in the *loss of cultural, ethnic, racial, and religious identities and language.*”

Id. (emphasis added). The PED’s very last teaching standard asks 14 – 18 YO New Mexico High School students to:

“9-12.ECI.22. Evaluate the role of *racial social constructs* in the structures and functions of a 21st Century American society.”

Id. (emphasis added). If one googles the terms “racial social constructs,” one retrieves 20+ pages of articles, books and blogs speaking to the topic. The most understandable definition of the phrase is this:

“Social construction is a *theory of knowledge* that holds characteristics typically thought to be immutable and solely biological – such as race, gender and sexuality – are products of human definition and interpretation shaped by cultural and historical contexts . . . As such, social constructionism highlights the ways in which cultural categories – like “men,” women,” “black,” “white,” are *concepts* created, changed and reproduced through historical processes within institutions and culture.”³⁷

A second definition of the term is found in the Urban Dictionary: “Social Construct: A rhetorical technique used (often by a neurotic undergraduate with a Yoko Ono Tattoo) to deny the existence of an irrefutable fact.”³⁸

Needless to say the “social construct theory of knowledge” is an esoteric field of study, highly controversial, the validity of which is hotly debated in the halls of collegiate academia. Like “CRT” itself, “social construct theory” may have a place for discussion within collegiate academia. It has no place as a teaching “standard” in New Mexico’s high schools.

CONCLUSION

Under the PED’s Proposed New Standards, what starts as a rather innocuous Kindergarten standard of teaching 5 YO children to “identify some of their group identities” (K.22) evolves, by the time these New Mexico children reach high school, into full-fledged CRT indoctrination:

“9-12.ECI.16. Assess how social policies and economic forces *offer privilege or systemic inequity* in accessing social, political, and economic opportunity *for identity groups* in education, government, healthcare, industry, and law enforcement. “

(emphasis added). PED must answer the question of why this is happening now? Why – when all ages/grades of New Mexico students continue to underperform on basic subjects like reading, math and science – must New Mexico expend *any* of its precious educational resources on CRT indoctrination?

These Proposed New Standards should be abandoned or substantially modified. They are divisive. They will be detrimental to the preservation of New Mexico’s unique tri-cultural community.

Respectfully Submitted,

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ENDNOTES

¹ I am 72 years old and a life-long resident of New Mexico. All of my education
¹ I am 72 years old and a life-long resident of New Mexico. All of my education
– from kindergarten through graduation from law school – occurred in New Mexico. I obtained a BA degree in Education from UNM. Since I retired from the practice of law, I’ve been a volunteer in Santa Fe Public Schools (“SFPS”), tutoring middle-school students in English Language Arts (“ELA”). I’ve lived in Santa Fe for almost sixty years. I have an abiding interest in quality public education in New Mexico, believing it is the foundation for a productive and prosperous society. I have drafted and submit these comments on my own, without assistance or input from anyone.

² Proposed New Standards, at p. 9. The PED announces that one of its “Guiding Principles” in promulgating its new standards is:

“Ensuring divergence from a singular Eurocentric cultural script ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American and other cultural perspectives.”

³ Education Post: “Explained-The Truth About Critical Race Theory and How It Shows Up in Your Child’s Classroom.” <https://educationpost.org/explained-the-truth-about-critical-race-theory-and-how-it-shows-up-in-your-childs-classroom/>; see also “Critical Race Theory: A Brief History,” July 27, 2021 <http://www.nytimes.com/article/what-is-critical-race-theory.html>; RealClear Political Affairs: “Critical Race Theory in K-12,” July 2020 [https://www.realclearpublicaffairs.com/articles/2020/07/16/critical_race_theory_in_k-12_education_498969.html#!#:~:text=Public%20schools%20and%20other%20educational%20institutions%20throughout%20the,maintain%20their%20elite%20status%2C%20both%20economically%20and%20politically](https://www.realclearpublicaffairs.com/articles/2020/07/16/critical_race_theory_in_k-12_education_498969.html#!#:~:text=Public%20schools%20and%20other%20educational%20institutions%20throughout%20the,maintain%20their%20elite%20status%2C%20both%20economically%20and%20politically;); “Critical Race Theory, the New Intolerance, and Its Grip on America,” The Heritage Foundation, Background, No. 3567, December 7, 2020.

⁴ Imprimis: “Critical Race Theory – What is it and How to Fight It.” March 20, 2021 <https://imprimis.hillsdale.edu/critical-race-theory-fight/>.

⁵ *Id.*

⁶ *Id.*

⁷ See, Las Cruces Sun Time, October 7, 2021: “New Mexico Wants Your Feedback on Changing Social Security Standards.” <https://www.lcsun-news.com/story/news/education/2021/10/07/new-mexico-updates-social-studies-education-standards-asks-feedback/6034864001/>

⁸ At the first (virtual) meeting of the 64 New Mexico educators, the PED distributed its pre-drafted “Guiding Principles” with the directive that educators “Understand the guiding principles.” See, NMPED, Social Studies Standards Review – Writing Team Meeting 1 (Virtual) 4/13/2021, 4pm to 6pm.

⁹ Proposed New Standards; PED Answer to Question 11. <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/social-studies-standards-faq/>.

¹⁰ “Social Justice Standards – The Teaching Tolerance Anti-Bias Framework” <https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf>

¹¹ “Teaching Hard History K-5 Framework – Learning for Justice” <https://www.learningforjustice.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-K-5-Framework.pdf>

¹² Social Education, NCSS: “Agency, Advocacy, Activism: Action for Social Studies,” Heafner, Jan/Feb 2020 <https://www.socialstudies.org/social-education/84/1/agency-advocacy-activism-action-social-studies#:~:text=As%20social%20studies%20teachers%2C%20we,become%20informed%20and%20engaged%20citizens.>

¹³ Proposed New Standards <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-tudies/social-studies-standards-faq/>. PED answer to Question 7:

“The standards have been in process of re-write since the spring of 2021, after a statewide call, on February 18, 2021, for participants was circulated. The call was placed in the weekly communication blast to Superintendents from PED. *Any educator* was eligible to apply (teacher, superintendent, etc). The committee ultimately included *64 members (educators)* to represent k-12 from 38 districts and charters.

“In addition, Focus Groups were held in June 2021 for the following stakeholder groups so that writing teams could incorporate feedback into the writing of the draft standards.

...
parents
students
...
Advisory Committee

There is no evidentiary indication that the public/parents have participated in the drafting of these Proposed New Standards.

14 *Id.*, PED Answers to Questions 3 and 4.

15 *Id.*, PED Answer to Question 5.

16 *Id.*, PED Answer to Question 8 (“Local school boards do not have a formal role in the development of any administrative rules, including academic standards.”).

17 The existing Standards for Social Studies can be found at PED-Social Studies-Social Studies Standards. <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

18 PED Achievement Data <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data>

19 Webfiles-2019-Proficiencies-All-by-State-by-District-by School-by Grade (1).xlsx

20 Common Core State Standards <http://www.corestandards.org/ELA-Literacy/RH/introduction/>

21 Proposed New Standards, at p. 8.

22 Existing Standards, *see* ftn. 17, Kindergarten.

23 Proposed New Standards, at p. 8.

24 *See* ftn. 19, *supra*.

25 *Id.*, Line 111, Column H.

26 *Id.*, Line 124, Column H.

27 Webfiles-2019-Proficiencies-All-by-State-by-District-by School-by Grade (1).xlsx (Line 169, Column H).

28 *Id.* (Line 169, Column J).

29 *Id.* (Line 169, Column L).

30 *Id.* (Line 9343, Column H)

31 *Id.* (Line 9343, Column J).

32 *Id.* (Line 9343, Column L).

33 *Id.* (Line 45128, Column H).

34 *Id.* (Line 45128, Column J).

35 *Id.* (Line 45128, Column L).

36 *Id.* (Line 45130, Column J).

37 “Introduction to Women, Gender, Sexuality Studies: Grounding Theoretical Frameworks and Concepts,” UMassLibraries.
<https://openbooks.library.umass.edu/introwgss/chapter/social-constructionism/>

38 Urban Dictionary. <https://www.urbandictionary.com/define.php?term=social%20construct>

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

KINDERGARTEN – 5 YO

EXISTING STANDARDS

- **KI-A Identify the customs, celebrations, and holidays of various cultures of New Mexico.**
- **KI-B Demonstrate an awareness of community leaders.**
- **KI-C Identify the local, state, and national symbols (e.g., flag bird, song).**
- **KI-D Understand the concept of past and present.**
- **KII-A Define relative location of items in the physical environment in terms of over, under, near, far, up, and down.**
- **KII-A Define personal direction of front, back, left, and right.**
- **KII-B Identify natural characteristics of places (e.g. climate, topography).**
- **KII-C Identify family customs and traditions and explain their importance.**

PROPOSED NEW STANDARDS

- ***K1 Recognize a compelling question.***
- ***K2 Identify the relationship between compelling and supporting questions.***
- ***K3 Construct responses to compelling questions using examples.***
- ***K4 Take group or individual action to help address local, regional and/or global problems.***
- ***K5 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.***
- **K6 Communicate the purpose of rules.**
- **K7 Explain how rules help us work together.**
- **K8 Identify the consequences of following and not following the rules.**
- **K9 Identify authority figures and describe their roles**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS KINDERGARTEN, 5YO contd.

EXISTING STANDARDS

- KII-C Describe the natural characteristics of places (e.g. landforms, bodies of water, natural resources, and weather).
- KII-D Describe the earth's physical characteristics.
- KII-E Identify classroom population.
- KII-F Identify natural resources.
- KIII-A Identify authority figures and describe their roles (e.g. parents, teachers, principal, superintendent, police, public officials).
- KIII-B Recognize the name symbols and activities of the United States, New Mexico, and tribes to include:
 - US symbols to include the flag, bald eagle, monuments
 - NM symbols to include flag, Smokey Bear, State Bird, chili
 - tribal symbols and activities to include Feast Days, pottery, art, storytelling

PROPOSED NEW STANDARDS

- K10 Identify the local, state, and national symbols (e.g. flag, bird, song).
- K11 Compare traditions found in communities over time.
- K12 Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders).
- *K13 Sequence important events in you life*
- *K14 Identify how individuals are similar and different*
- *K15 Distinguish between a need (basic needs like food, clothing, and shelter) and a want*
- *K16 Identify examples of goods and services*
- *K17 Explain what scarcity is and how scarcity affects the accessibility of goods and services*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS KINDERGARTEN, 5YO contd.

EXISTING STANDARDS

- ~~• KIII-B Recognize patriotic activities including the Pledge of Allegiance, the Star Spangled Banner, salute to the New Mexico flag, and the New Mexico state songs.~~
- ~~• KIII-C Describe and provide examples of fairness.~~
- ~~• KIII-D Describe what is meant by citizenship. Explain what is meant by “good citizenship,” to include:
 - taking turns and sharing
 - taking responsibility for your own actions . . .~~
- KIV-A Understand that basic human needs are met in many ways.
- KIV-B Understand the concept of product (something produced by human . . . process).
- ~~• KIV-B Understand the importance of jobs.~~
- KIV-C Describe trade (e.g. buying and selling, bartering, simple exchange).

PROPOSED NEW STANDARDS

- K18 Create maps of familiar areas, such as the class room, school and community.
- K19 Recognize and identify signs and symbols around their town and community and indicate location of places, people and things.
- K20 Identify the differences and similarities of a globe and a map . . . Explain their purposes.
- K21 Explain why and how people move from place to place within a community.
- K22 Communicate a positive view of themselves *and identify some of their group identities.*
- *K23 Describe ways in which they are similar and different from other people who share their identities, and people who do not.*
- *K24 Identify how their family does things both the same as and different from how other people do things.*
- K25 Describe their family history, culture, *and past to current contributions of people in their main identity groups.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

FIRST GRADE -- 6YO

EXISTING STANDARDS

- **1I-A Identify common attributes of people living in New Mexico today.**
- **1I-B Identify the significance of US historical events and symbols (e.g. MLK Day, Memorial Day, Independence day, Labor Day, Veterans Day, U.S. Flag, bald eagle).**
- **1I-B Identify and recognize major political and social figures in the US.**
- **1I-C Identify and compare celebrations and events from the US, Mexico and Canada.**
- **1I-D Demonstrate the use of timelines in order to show events in relation to one another.**
- **1II-A Understand maps and globes and the four cardinal directions; Create, use and describe simply maps to identify locations within familiar places (e.g. classroom, school, community)**
- **1II-B Identify and classify characteristics of places as human or natural.**

PROPOSED NEW STANDARDS

- ***1.1 Explain why a compelling question is important.***
- ***1.2 Generate supporting questions related to compelling questions across the social studies disciplines.***
- ***1.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.***
- ***1.4 Construct responses to compelling questions using examples.***
- ***1.5 Take group or individual action to help address local, regional, and/or global problems.***
- ***1.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their class rooms.***
- **1.7 Explain and provide examples of how people play important roles in society**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

FIRST GRADE -- 6YO, contd.

EXISTING STANDARDS

- 1II-B Identify how traditional tribal and local folklore attempt to explain weather, characteristics of places, and human origin and relationships.
- 1II-C Identify examples of and uses for natural resources in the community, state and nation.
- 1II-C Describe the human characteristics of places such as housing types and professions.
- 1II-D Describe the Earth-Sun relationship and how it affects living conditions on Earth.
- 1II-E Identify characteristics of culture (e.g., language, customs, religion, shelter).
- 1II-F Describe the role of resources in daily life.
- 1II-F Describe the ways that humans depend upon, adapt to, and affect the physical environment.
- 1III-A Understand the purpose of rules and identify examples of rules and the consequences of breaking them.

PROPOSED NEW STANDARDS

- 1.8 Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together
- *1.9 Compare life in NM in the past to life in NM today.*
- *1.10 Compare fact and opinion in stories and narratives from the past.*
- 1.11 Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, and community events.
- *1.12 Examine and identify cultural differences within a community.*
- 1.13 Investigate significant events, people, and observations in history, and discuss their effects on local and national communities.
- *1.14 Examine choices that families make due to scarcity, and identify associated costs.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
FIRST GRADE -- 6YO, contd.

EXISTING STANDARDS

- **1III-A Describe different groups and rules that apply to them (e.g. families, classrooms, communities).**
- **1III-B Identify the President of the US and the Governor of NM.**
- **1III-B Describe how local, state, tribal and national leaders exemplify the ideals of the communities they represent.**
- **1III-C Describe different ways to determine a decision (e.g. majority rule, consensus. Authoritarian [parent, teacher, principal]).**
- ~~**1III-D Identify examples of honesty, courage, fairness, loyalty, patriotism, and other character traits seen in American history.**~~
- ~~**1III-D 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.**~~

PROPOSED NEW STANDARDS

- **1.15 Identify examples of a producer and a consumer.**
- **1.16 Examine how earning money through work is related to the purchase of goods and services.**
- **1.17 Examine decisions that people make about spending and saving money.**
- **1.18 Create geographic representations to identify the location of familiar places**
- **1.19 Identify the common symbols used on maps for man-made structures and physical features.**
- **1.20 Use a variety of maps to locate specific places and identify major landforms**
- **1.21 Explain how man-made structures are all examples of how people modify the physical environment . . .**

**COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
FIRST GRADE -- 6YO, contd.**

EXISTING STANDARDS

- **1IV-A Understand how resources are limited and varied in meeting human needs.**
- **1IV-A Define and differentiate between needs and wants.**
- **1IV-B Understand the concept of goods and services.**
- **1IV-B Understand the condition of not being able to have all the goods and services one wants.**
- ~~• **1IV-B Understand the value of work.**~~
- **1IV-C Define the simplest form of exchange (the barter system being the direct trading of goods and services between people).**

PROPOSED NEW STANDARDS

- ***1.22 Explain how people interact with their physical environment in ways that may have a positive or negative effect on natural resources.***
- ***1.23 Explain how groups of people believe different things and live in different and interesting ways.***
- ***1.24 Explain how student and individual identities are part of what makes each person unique and special.***

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

SECOND GRADE -- 7YO

EXISTING STANDARDS

- 2I-A Describe how historical people, groups, and events have influenced the local community.
- 2I-B Describe the cultural diversity of individuals and groups and their contributions to US history (e.g. George Washington, Ben Franklin, Cesar Chavez, Rosa Parks, NAACP, tribal leaders, AIM).
- 2I-C Describe and compare similarities of the history of peoples in North America through literature (e.g. story-telling, fables, folktales, fairy tales).
- 2I-D Correctly sequence historic events.
- 2II-A Use a variety of maps to locate specific places and regions; identify major landforms, bodies of water
- 2II-B Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.

PROPOSED NEW STANDARDS

- *2.1 Explain why a compelling question is important.*
- *2.2 Generate supporting questions related to compelling questions across the social studies disciplines.*
- *2.3 Determine if a source is primary or secondary and determine whether it is mostly fact or opinion.*
- *2.4 Construct responses to compelling questions using examples, and relevant details.*
- *2.5 Take group or individual action to help address local, regional, and/or global problems.*
- *2.6 Use deliberative and democratic procedures to make decisions about and act on civic problems in their class rooms.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd

EXISTING STANDARDS

- 2II-B Explain how people depend on the environment and its resources to satisfy their basic needs.
- 2II-C Identify ways in which people depend on natural and man-made environments
- 2II-D Describe the physical processes that affect the Earth's features (e.g. weather, erosion); identify characteristics of physical systems (e.g. water cycle).
- *2II-E Describe how characteristics of culture affect behaviors and lifestyles.*
- 2II-F Describe ways that people and groups can conserve and replenish natural resources.
- 2III-A Understand the purposes of government. 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).

PROPOSED NEW STANDARDS

- 2.7 Evaluate how American society has changed through laws and rules.
- 2.8 Understand the purposes and structures of government (Tribal, local, state, national government).
- 2.9 Assess how the contributions of diverse individuals have helped develop our national identity.
- 2.10 Examine and compare the American democratic principles to neighboring countries.
- 2.11 Examine and understand the qualities of good leadership.
- *2.12 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd.

EXISTING STANDARDS

- 2III-B Identify local governing officials and explain how their roles reflect their community.
- ~~2III-C Describe the concept of “public good” and identify local examples of systems that support the “public good.”~~
- ~~2III-D Understand characteristics of “good citizenship” as exemplified by historic and ordinary people.~~
- 2III-D Explain the responsibilities of being a member of various groups (e.g. family, school, community).
- 2IV-A Identify economic decisions made by individuals and households and explain how resources are distributed.
- 2IV-B Understand the roles of producers and consumers in the production of goods and services. Explain the role of the worker in the local economy.

PROPOSED NEW STANDARDS

- *2.13 Compare diverse world communities in terms of members, customs and traditions to the local community.*
- 2.14 Demonstrate chronological think by distinguishing among years and decades using a timeline of local and national events.
- *2.15 Identify and compare the diverse North American cultural groups of the past and today.*
- *2.16 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.*
- 2.17 Examine how consumers react to changes in the price of goods and how this influences economic decision making and the use of money.

**COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, contd.**

EXISTING STANDARDS

- **2IV-C Understand that money is the generally accepted medium of exchange in most societies, and that different countries use different currencies.**

PROPOSED NEW STANDARDS

- ***2.18 Explore how communities share resources and services with other communities.***
- ***2.19 Investigate what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities.***
- **2.20 Identify different types of jobs performed in the community.**
- **2.21 Using maps, identify and locate the US, Canada and Mexico as the countries that make up North America.**
- **2.22 Identify and locate the bordering states to NM and under that NM is in the Southwest.**
- **2.23 Compare the human and physical characteristics of two regions in the US.**
- **2.24 Generate a definition for your region of the US by identifying unique features.**

**COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
SECOND GRADE -- 7YO, CONTD.**

EXISTING STANDARDS

PROPOSED NEW STANDARDS

- *2.25 List at least three different waves of immigration to the Western hemisphere in chronologic order. (Movement)*
- **2.26 Describe ways in which individuals and groups use or save resources.**
- *2.27 Express a positive view of themselves without being mean or making other people feel bad.*
- *2.28 Describe ways in which we are similar and different from people who share identities, and people who do not.*
- *2.29 Demonstrate respect for the feelings of people who are similar and different from me.*

COMPARISON OF ESISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE – 8 YO

EXISTING STANDARDS

- 3I-A Describe how the lives and contributions of people of NM influenced local communities and regions.
- 3I-B Describe local events and their connections to state history.
- 3I-C Identify and compare components that create a community in the US and neighboring countries.
- 3I-D Interpret information from multiple resources and contexts to determine chronological relationships.
- 3II-A Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate and draw places on maps and globes.

PROPOSED NEW STANDARDS

- *3.1 Identify disciplinary ideas associated with a compelling question.*
- *3.2 Use supporting questions to help answer the compelling question in an inquiry.*
- *3.3 Determine the credibility of one source.*
- *3.4 Cite evidence that supports a response to supporting or compelling questions.*
- *3.5 Construct responses to compelling questions using reasoning, examples, and relevant details.*
- *3.6 Identify challenges and opportunities when taking action to problems, including predictable possible results.*
- *3.7 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.*

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- 3II-B Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g. post-fire reforestation).
- 3II-B Explore examples of environmental and social changes in various regions.
- 3II-C Identify personal behaviors that can affect community planning. Identify ways in which people have modified their environments (e.g. building roads, etc). Describe the consequences of human modification of the natural environment (highways, etc.)
- 3II-D Identify the components of the Earth's bio systems and their make-up (e.g. air land, etc.)
- 3II-D Describe how physical processes shape features on the Earth's surface.

PROPOSED NEW STANDARDS

- 3.8 Explain how the democratic principles motivate people to migrate then and now.
- 3.9 Explain how to be a responsible and active citizen in a democracy.
- *3.10 Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.*
- *3.11 Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders.*
- *3.12 Analyze the movement of indigenous groups, including the removal and return of indigenous people throughout NM and the US.*
- 3.14. Explain how world events impact NM and the US , bit in the past and today.

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- **3II-E Describe how patterns of culture vary geographically. Describe how transportation and communication networks are used in daily life. Describe how cooperation and conflict affect neighborhoods and communities.**
- **3I-F Identify the characteristics of renewable and nonrenewable resources.**
- **3III-A Explain the basic structure and functions of local government. Explain and give examples of "public good." Explain how NM helps to form a nation with other states.**
- **3III-B Explain how symbols, songs, icon, and traditions combine to reflect various cultures over time.**
- ~~**3III-C Describe how the majority protects the rights of the minority.**~~
- **3III-C Explain how rules/laws are made and compare different processes used by various governments to determine rules/laws.**

PROPOSED NEW STANDARDS

- **3.15 Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities.**
- **3.16 Investigate who receives the goods that are produced in various world communities.**
- **3.17 Explore the concepts of surplus and scarcity in relation to resources for various world communities.**
- **3.18 Explore the basic economic concepts of supply and demand.**
- **3.19 Explain how supply and demand influence prices and trade.**
- **3.20 Describe how technological developments in transportation and communication influence trade over time.**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS

THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

- **3III-D Explain the significance of participation and cooperation in the classroom and the community. Understand the impact of individual and group decisions on communities in a democratic society. Explain the significance and process of voting.**
- **3IV-A Explain that people want more goods and services than is possible to produce. Define and categorize resources (human, financial, natural). Identify a variety of products that use similar resources.**
- **3IV-B Recognize that a market system exists whenever buyers and sellers exchange goods and services. ~~Understand how businesses operate in the US in a Free enterprise system.~~ Identify examples of economic systems.**
- **3IV-C Understand the purposes of spending and saving money. Identify currency, credit, debit and checks as the basic mediums of exchange in Western society.**

PROPOSED NEW STANDARDS

- **3.21 Identify currency, credit, debit, and checks as the basic means of exchange in Western society.**
- **3.22 Compare currency, debit, credit, and checks in the US to other world systems.**
- **3.23 Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement.**
- **3.24 Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.**
- **3.25 Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps. Photos, and other geographic representations.**

COMPARISON OF EXISTING STANDARDS TO PROPOSED NEW STANDARDS
THIRD GRADE -- 8YO, contd.

EXISTING STANDARDS

PROPOSED NEW STANDARDS

- 3.26 Identify the components of the Earth's bio systems and their makeup (e.g., air, land, water, plants, and animals).
- *3.27 Express a positive view of personal identities without making someone else feel badly.*
- *3.28 Compare and contrast cultural identity with other people and groups.*
- *3.29 Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.*

[EXTERNAL] Feedback on proposed social studies standards

Patti Wojahn <pwojahn@nmsu.edu>

Fri 11/12/2021 6:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (48 KB)

[EXTERNAL] Feedback on proposed social studies standards;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

From: Patti Wojahn <pwojahn@nmsu.edu>
Sent: Friday, November 12, 2021 6:52 AM
To: rule.feedback@state.nm.us
Subject: [EXTERNAL] Feedback on proposed social studies standards

I applaud the committee who managed to assess, revise, and create the proposed NMPED Social Studies Standards. I wish my education had been based on these proposed standards. I like the focus on “deliberative and democratic” discussions, the call to focus on the complexities of our history, the encouragement to focus on how one wants one’s culture to be seen/viewed in the world & how to achieve that - among many other positive approaches. This is a step in a great direction to help build sound, kind, and understanding communities in society -can’t think of much better for such standards!

Thank you for supporting this set of standards! -Patti

[EXTERNAL] Social Studies Standards - Support

Kari Fresquez <kari_fresquez@hotmail.com>

Fri 11/12/2021 6:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED:

Thank you for the opportunity to review and provide feedback regarding the proposed social studies rules – 6.29.11 NMAC.

I would like to express my support for the modernization of these rules. I particularly support the focus area on civics, economics and ethnic/cultural study. These standards will help prepare students for navigating the complexity of our current world and making informed choices. Navigating the vast information that is available via the internet and social media requires our students to be competent critical thinkers while also respecting diversity of views while being respectful and getting along with others. Understanding government, democracy, and election, and economics are important to build skills in making informed decisions and deciphering what information is real and what is fake. These new standards promote all of these efforts and the PED has done a good job in recognizing these necessities in the proposed standards and rule.

Thank you for your consideration.

Kari Fresquez
NM Citizen

Sent from [Mail](#) for Windows

[EXTERNAL] PED Social Studies Standards

G Lewis <gkmalewis@gmail.com>

Fri 11/12/2021 6:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Public Education Department of NM,

We object to your proposed PED Social Studies Standards. This is nothing more than your continued victimization of our children in the public schools. It is unethical and extremely divisive to force children to view their studies of society and responses to society solely based on their race. This incessant focus on a person's outside appearance or their race, forcing children to see themselves as only victims or victimizers, creates a classroom of unrelenting angry people with no hope, no sense of human dignity regardless of race, and a mindless disregard for doing good for others with grace, respect and forgiveness. PED is assaulting our children with its forced indoctrination. A mind is a terrible thing to waste and PED is doing it by encouraging this divisive militant program. It needs to stop now.

Mary Ann Lewis

[EXTERNAL] 'NO' to PED's Proposed Changes to Social Studies Curricula

Kyle Baxter <oahu808surfer@gmail.com>

Fri 11/12/2021 6:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The proposed changes to the Social Studies curricula by the PED are unacceptable! Incorporating the racist/Marxist Critical Race Theory & anti-American progressive ideology into the classroom is, I'm sure we can all agree, very harmful to our students. Government should not be indoctrinating our students. The responsibility of government is to educate, as in the 3 Rs, not indoctrinate. I do not want my tax dollars used to advance hatred & division, therefore I demand the current proposed changes to the Social Studies curricula by PED be denied & rescinded! Thank you.

Kyle L Baxter
Albuquerque

[EXTERNAL] Critical Race Theory style education for K-12 grades

Gilbert Chavez <nottotall04@gmail.com>

Fri 11/12/2021 7:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am strongly opposed to this form in any form. Most NM school children are biracial in NM. My children are all biracial.

Teach children to learn the core subjects equally. Special needs children are the exception, yet they should be taught that they are inferior because of the content of the melanin in their skin.

If you as the PED decide to go through with this I will pull my child from public school and will stop funding public schools. I will vote no on all proposed issues regarding public school issues.

No child regardless of melanin content in their skin should be down graded as inferior or superior over another, especially those who are biracial. My biracial children don't have the same melanin content in their skin and you would have them in conflict with each other teaching/indoctrinating them against one another. This is evil!

Teach them mathematics, science, English composition, to write legibly, health (only two sexes) reading, and continue with elective subjects such as sports, band, chorus, arts, mechanics, construction etc.

Don't allow bullying in any form by students or teachers towards anyone for any reason.

Teach respect, honor, caring, patriotism, and character.

Teach American history and world history. Teach economics. Teach these subjects without injecting personal edicts.

Thank you for your time and efforts. Bring NM children up, stop tearing them down. Pay teachers better.

Respectfully submitted,

Gilbert Chavez
Carlsbad, NM
575-689-8505

--

Gilbert Chavez
1813 N Canal St
Carlsbad, NM 88220

[EXTERNAL] Against changes

Sarah Johnson <sarah.abq@me.com>

Fri 11/12/2021 7:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom it May Concern,

I am against the proposed new changes to the NM Social Studies Curriculum for the 2023 school year and beyond. Although our current curriculum certainly needs to be updated; the proposed changes go too far in their oversight of exploring what actually happened in NM's history. The pedagogy implied in the suggested new standards, while "not containing CRT" lean heavily on progressive and one sided ideologies. I do not support the proposed changes. Please go back to the drawing board and take the time to do start again in your attempt to overhaul our state's standards. New Mexico has never contained a school system that its citizens can be proud of. These changes will further make the majority of your state hang its head in shame.

Sincerely,

Sarah Johnson

[EXTERNAL] Social Studies Standards

Laurel Wyckoff <LWyckoff@nmpbs.org>

Fri 11/12/2021 7:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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This is my personal view and does not necessarily reflect the position of NMPBS.

Cultural identity is an important aspect of children's and young people's development. Cultural background influences how children think, learn, and develop. Teaching with a preference for dominant cultural values places considerable value on characteristics that represent dominant cultural groups. This may devalue or create negative views of own race or other racial/ethnic groups. Teachers can help their students openly examine our nation's past and how it influences society today. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.

Laurel Wyckoff

Education and Outreach Manager

NMPBS

Cell 505-322-9992

(Pronouns: She, Her, Hers)

[Why Pronouns Matter](#)

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knme.unm.pbs

[EXTERNAL] Social Studies Curriculum

jennifurr2013 <jennifurr2013@gmail.com>

Fri 11/12/2021 7:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello, I am a teacher within the Gadsden School district and I do not support the adoption of the new Social Studies Curriculum that promotes Critical Race Theory. It has been proven that this will influence and shape our students to begin discriminating and treating those of white descent differently. Please reconsider adopting this curriculum.

[EXTERNAL] Social Studies Standards - Public Comment

Jeanette Writer <jeanettewriter@yahoo.com>

Fri 11/12/2021 7:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Social Studies Review Committee,

I examined the proposed social studies standards. While there some slight modification could be carried out in a few places (i.e., in the area of editing or refinement around wording), the standards are solid in providing New Mexico students a more accurate and balanced view of the social studies.

I am especially appreciative of: “7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.” I find that this assists students to understand that the past has impact today, but also that students can generate ways to treat each other thoughtfully to move forward as citizens in shared spaces.

It is time for the social studies to be based on historical facts and current realities. As well, it is imperative that New Mexico curriculum aligns with what is called for in the *Yazzie-Martinez* legal decision. Thank you for the opportunity to provide feedback, as a citizen of New Mexico, **I am in full support** of the new social studies standards.

Jeanette Haynes

[EXTERNAL] social studies

Diana Crowson <dicrow12@gmail.com>

Fri 11/12/2021 7:42 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please allow the truth of history to finally be taught in NM schools. I had to study on my own to find out the truth about our history because I was taught the white-washed version in school. We should teach truth, not the political agenda that is passing for truth at the present time. I want my great grandchildren to know the truth so they won't repeat the mistakes from the past. Knowing the truth can actually make this country better.

Thank you,

Diana Crowson.

[EXTERNAL] Comment on Proposed Rule for Social Studies Standards

Sarita <cargas@unm.edu>

Fri 11/12/2021 7:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NM Public Education Department

I am writing to share my support for the update to the Social Studies Standards that will guide the education of New Mexico's children in the multiple disciplines that make up the social studies. In particular, I appreciate the attention given in the proposed standards to employing Inquiry as the primary method for students to explore the many civic, historical, economic, social and cultural issues that they will address and have an impact on both during their time as students and throughout their adult lives as participants in the life of our state, nation, world. I applaud the attention given to the social studies of the Indigenous nations and communities situated in and near our state.

I urge you to more fully incorporate human rights themes and instructional practices into the final draft. Human Rights are based on the fundamental principle, as expressed in the Preamble to the Universal Declaration of Human Rights that

"recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

The National Council for the Social Studies (NCSS), the largest professional association in the country devoted solely to social studies education, has adopted a position statement calling for "a comprehensive commitment and a coordinated plan of action to (1) recognize the importance of human rights education; (2) integrate human rights education into social studies curricula, schoolwide policies, and classroom practices...(<https://www.socialstudies.org/position-statements/human-rights-education>)." I urge you to incorporate the principles of the NCSS position statement into the final standards document

One strategy for integrating human rights awareness into the draft standards is to add an Anchor Standard to the Ethnic, Cultural, and Identity Studies strand:

Anchor Standard [#]

Universal Human Rights Awareness

And to add language to Civics Anchor Standard 3, Civic Dispositions and Democratic Principles, to make clear that the "civic dispositions" being taught are civic dispositions appropriate to participation in an equitable, pluralistic democratic society.

Anchor Standard 3

Civic Dispositions and Inclusive Principles For A

Pluralistic Democratic Society

These additions/changes to the Anchor Standards can then become the basis for incorporating human rights awareness and respect for the inherent dignity of every person into the performance expectations for students at every grade level, and into the culture of the schools where social studies are taught.

Thank you for your work to build more inclusive, culturally aware social studies expectations for all of New Mexico's students.

Sarita Cargas, D.Phil.
Associate Professor, Human Rights
UNM Honors College

Co-editor Book Reviews
Journal of Human Rights
cargas@unm.edu

[EXTERNAL] Comments on Proposed Social Studies Standards

Judy Elkins <2judith.rebecca@gmail.com>

Fri 11/12/2021 7:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (42 KB)

Social Studies Standards Comments.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see attached comments on proposed adoption of **6.29.11 NMAC, Social Studies.**

*Thank you,
Judy and Stetson Elkins*

To: John Sena, Policy Division, New Mexico Public Education Department
From: Judy and Stetson Elkins, Concerned Parents, Artesia Public Schools
Date: November 7, 2021 Subject: Comments on the Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies

Dear Mr. Sena,

As the concerned parents of 2 children, soon to be 3, attending school within NM, we would like to submit our comments concerning the proposed changes to the social studies standards:

Firstly, we are concerned with the vagueness of the verbiage within the proposed standards. Without clear and defined standards, how are we, the parents, supposed to know for sure what is being proposed to teach our children? It is within our rights to know what our children are being taught, and we do not feel comfortable submitting our children to be taught whatever someone in the capital sees as fit to teach.

Secondly, many of these new standards seem to focus on having children define their social groups and concentrate on their differences. Why would we want to do this to our children? In recent past, it was the main goal of most in our nation to get everyone to see each other as equals, and to see past our differences regardless of race, gender, or social status. We believe this is still a worthwhile endeavor and should be focused on much more than divisive issues that will do nothing other than ostracize, divide, and confuse our children.


Lastly, we do not believe it is the responsibility of the public school system to reinforce social constructs. It is the school's job to teach the fundamentals needed to succeed in life. In particular, social studies should be used to teach about the geography, economies, and social historic **facts**. It should not be focusing on perceived social groups and social engineering.

In closing, we would like you to carefully consider the direction that you would be sending our students if you teach them to identify people as being in separate groups and to only identify with others that are similar to themselves instead of trying to look past groups and constructs and see the person as an individual worth knowing despite what they identify as. In America, we are a blend of many different nations and backgrounds. We should be teaching our children historical facts about these cultures solely so they can understand those around them, not so they will not associate with them. A blended nation such as our own can never be united if we only concentrate on and teach what makes us different, not what unites us.

Because of all of these concerns, we are in opposition to the proposed changes in Social Studies Standards. We would ask that you reconsider and revise the standards to include requirements that

focus solely on historical facts that promote inclusion of different cultures, not divisive social ideals. Our history, although not perfect, needs to be taught factually because it is what makes us the nation that we are and knowledge of that is the only way to continue moving forward to a more united society.

Sincerely,



Judy Elkins

2judith.rebecca@gmail.com



Stetson Elkins

Stetson.elkins@gmail.com

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Patricia Pfeifer <mailagent@thesoftedge.com>

Fri 11/12/2021 7:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. It is so important that students learn to budget, save early in life and understand financial terms that they will encounter in life.

Let's not be one of only five states that excludes include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Patricia Pfeifer
208 Spring Creek Dr NE
Albuquerque, NM 87122-2012

[EXTERNAL] Proposed Social Studies Curriculum in Public Schools

darryl@leslieanimal.com <darryl@leslieanimal.com>

Fri 11/12/2021 7:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I oppose any teaching of Critical Race Theory in our schools. CRT's intent is to divide rather than unite. Children should be taught to respect differences among us and to celebrate the things that unite us. We are all citizens of the greatest country in the world and students should be taught to be proud of it, not to seek to destroy it. All peoples should be taught to be proud of who they are, not to make some feel guilty because of the color of their skin. People should be judged not by the color of their skin, but by their character which is the opposite of what CRT espouses.

Thank you,

Darryl B. Leslie DVM

[EXTERNAL] Feedback for Rule 6.29.11

Nancy Hooker <nhooker001@yahoo.com>

Fri 11/12/2021 7:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (288 KB)

[EXTERNAL] Feedback for Rule 6.29.11;

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Petition of the
Cimarron District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the New Standards Draft is considerably more lengthy and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

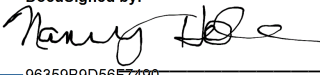
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Cimarron Municipal School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Cimarron District Board of Education

DocuSigned by:

96359B9D56F7490...

Nancy Hooker, President

Date

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Michael Pfeifer <mailagent@thesoftedge.com>

Fri 11/12/2021 8:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. It is so important to learn the importance of budgeting and saving at an early age. I lived in another state as a child, but remember how proud I was of having my own savings account as an elementary student.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is important for all students, regardless of a family's financial status. Students who learn personal finance concepts are able to assist their parents, grandparents, and other family members, with managing their finances.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

I appreciate your considering my comments.

Sincerely,

Michael Pfeifer
208 Spring Creek Dr NE
Albuquerque, NM 87122-2012

[EXTERNAL] NM Social Studies Standards Draft Feedback

Christopher Murphy <chrmur@pm.me>

Fri 11/12/2021 8:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I've recently read the *New Mexico Social Studies Standards Draft Pre-Rule* document and would like to express my pleasant surprise and support for the document as-written. As a father of 2 young children, who will be entering the Albuquerque Public School system within the next year, I'm encouraged to see New Mexico educators committed to crafting comprehensive and meaningful curricula. I believe these standards outline a body of education with the potential to empower and engage students in a powerful way at each step of their education.

I hope the document, if not adopted outright, informs our standards moving forward. Furthermore, I'm encouraged knowing that our educators are committed to advancing our collective knowledge and creating a more just and inclusive society.

Thank you,

Christopher Murphy 

[EXTERNAL] Proposed Standards comments

Tina Kincaid <tak555@yahoo.com>

Fri 11/12/2021 8:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I am very disappointed and concerned that this hearing was changed to virtual only and the time to speak has been shortened, further silencing New Mexican parents from having a voice in the curriculum of their local schools. Since this change has been made with such short notice, to be fair, I hope you will consider extending the public comment period for this very important and life changing issue!

The proposed social studies standards for K-12 are very disturbing! These new standards should be teaching all of the elements in our U.S. History, especially the ones that helped make America the greatest nation in the history of the world. Our history is not perfect by any means, but to eliminate the good and rewrite history is destructive to the great pillars...the foundation of our Republic, our founding documents and the process our Founders went through to establish a nation upon the truths, that we are all CREATE EQUAL and how our government is supposed to work, with 3 branches with checks and balances to prevent over reach, and how our free enterprise system has contributed to the highest standard of living in the world and provides, EQUAL OPPORTUNITY not equal results.

This proposed curriculum will not only not teach our children, who are the future of America, what made America great, but will fuel division, and will teach our children a very disorted and biased idea that our country was and is a racist and dominated by a particular race (white). Our American children should be taught our country's complete and truthful history based upon facts that are found in our founding documents and the writings of those who were actually there and a part of our history. Racism and sexism should be limited to just the established facts and the revisionist accounts that are not based in fact and actually contribute the division, and the victim mentality that is being inculcated into our children's minds that will further erode our God given liberties and destroy our free country, and take us backward into tyranny, oppression and slavery, the likes most of us have never experienced before. We should be instilling in our young people a sense of pride in our country, a strong work ethic, that will help them achieve success and allow them to pursue happiness, and the freedom to pursue their dreams. Instead these proposed standards will do just the opposite promoting racial, gender, and political division rather than unifying our children (and citizens). Adopting these standards will encourage disloyalty and civil unrest in our county when we need unity more than ever. When we need to be encouraging them to think for themselves, and allowing for disagreement and polite respectful debate

So many people today are not familiar with the U.S. Constitution and how our government is supposed to work. New Mexico would do well by reinstating these lessons into social studies curriculum in lieu of the proposed changes. Free enterprise, unbounded opportunity, democratic ideals have made the United States a world leader in all elements of freedom for its citizens in an unprecedented amount of time. Our children should be taught about the sacrifices and ideals that delivered our nation where it is today and that we must continue to defend it.

So many people in history came to America because it was a beacon of hope, opportunity and freedom from tyranny and oppression. Adopting these standards would tear down what so many risked their lives for to get here, and what so many have fought and died to preserve for future generations. Please remove this proposed curriculum from consideration, or at least extend the comment period so that all concerned parents and citizens will be able to know and understand these changes and have a voice in their children's education.

Thank you for your consideration,

Tina Kincaid

Carlsbad NM

[EXTERNAL] Comments on the Rule

Joan Boudreau <joan.boudreau@comcast.net>

Fri 11/12/2021 8:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Critical Race Theory should not be taught in our schools including K-12, colleges, and universities. It, and its underlying concept of equity, are Marxist ideas in which economic class has been replaced with race.

Equality, as proclaimed in the Declaration of Independence and the Constitution, guarantees equal rights under the law. Equity results in an end to private property, individual rights, federalism, and freedom of speech. It leads to race-based redistribution of wealth, group-based rights, active discrimination, and omnipotent bureaucratic authority. It is anti-American.

American is not systemically racist. CRT promotes racism.

Joan M Boudreau
1000 LOs Pueblos St.
Los Alamos, NM 87544

[EXTERNAL] Social Studies standards

Debaura James <debauraperu@gmail.com>

Fri 11/12/2021 8:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a retired teacher of Social Studies, I strongly urge you to accept the improvements/changes to the Standards. I especially applaud the interest in helping students discern what is fact and what is opinion as well as openly examining our nation's past with honesty.

--

Debaura James, Silver City, NM

**SEED (Securing Economic and Energy Democracy)
100% Renewables Campaign
Campaign to END SACRIFICE ZONES**

*The most common way people give up their power is by thinking they don't have any.
(Alice Walker)*

[EXTERNAL] Proposed social studies standards

Laura Stokes <stokescorrales@comcast.net>

Fri 11/12/2021 8:19 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I strongly support the new standards. This richer, more comprehensive and relevant curriculum will benefit not just students but everyone in New Mexico. Keeping students engaged in learning has multiple benefits for the entire community as well as the well-being of the student population. Students will have a much better understanding of their classmates and the world, making them more prepared to be critically thinking adults and responsible citizens.

Laura Stokes
retired APS teacher

[EXTERNAL] Nm studies standards

Tara Partow <partowtara@gmail.com>

Fri 11/12/2021 8:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I'm a New Mexico educator and I spent my first three years of working in schools in Gallup, NM. There are glaring gaps in the proposed high school NM studies standards whereas other courses have more than twice the number of requirements. I recognize that most students will have taken New Mexico history in middle school, but that will have been two years ago when they were virtually different people. The high school course makes no reference to indigenous people or history. What message does it send students when we teach them about indigenous people prior to conquest and colonization, but don't acknowledge the experiences and contributions of indigenous people and contributions in recent history and contemporary culture? Being real, the 7th grade standards look more rigorous and developmentally appropriate for older students.

Thank you,

Tara

--

Tara Partow

[EXTERNAL] The importance of truth

Vicki Plevin <vicplvn@gmail.com>

Fri 11/12/2021 8:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not allow a whitewashing of history. The people who say they want to ban Critical Race Theory want to hide the truth from our children. Across the country they are banning books in order to insure that our children learn history in a way that maintains the lie of white supremacy. This is a disservice to all our children and to the nation. It is the opposite of " freedom and justice for all." In order to build a multiracial democracy our children must understand how we got to where we are today, and how we can repair the injustices created by slavery and all forms of racial and ethnic discrimination. We cannot be fearful of the truth and survive as a democracy. Let's stop this right here and right now in New Mexico, before the proponents of ignorance succeed in burning and banning history. As a Jewish grandmother of three APS children, I am deeply worried about their safety when the organizers of bigotry seek to control their education.

Vicki Plevin

9100 Galaxia Way NE

Albuquerque, NM 87111

505-459-1776

[EXTERNAL] MMSD Board Resolution No. 2

Dr. Glenn Haven <ghaven@magschools.us>

Fri 11/12/2021 8:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: MMSD Board <mmsdboard@magschools.us>; MMSD Administration <mmsdadmin@magschools.us>; Kyl Candelaria <kyl.candelaria@magschools.us>; Cheremiah, Evanna <echeremiah@magschools.us>; Mizell, Dr. Kimberly <kmizell@bsin.k12.nm.us>

📎 1 attachments (125 KB)

MMSD Resolution No. 2 Social Studies.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached you will find Magdalena Municipal School District Board of Education Resolution No. 2 in regards to the Adoption of Social Studies Curriculum. This resolution was adopted at a regular open public meeting on October 18, 2021. Please consider this our written comment from Magdalena Municipal Schools for today's public hearing. *Ahéhee'*

We Are Steer Here! Steer Strong! And Still Steer Tough!

Dr. Glenn Haven

Superintendent

Magdalena Municipal Schools

Phone: (575) 854-8013

Cell: (505) 252-9554

FAX : (575) 854-2531

"My grandchild, education is the ladder. Tell our people to take it."

Chief Manuelito (Diné)

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Magdalena Municipal Schools

P.O. BOX 24
MAGDALENA, NEW MEXICO 87825
PHONE 854-2241, FAX 854-2531

“OUR STUDENTS ARE OUR NUMBER ONE PRIORITY”

DR. GLENN HAVEN, Superintendent
LESLIE CLARK, Principal, MS/HS
JORY MIRABAL, Principal Elem.
KERI JAMES, Curriculum and
Instruction/Human Resources/Fed-State
Programs
R. DOROTHY ZAMORA, Business Manager

***Resolution and Petition of the
Magdalena Municipal School District Board of Education Regarding
the Adoption of Social Studies Curriculum
Resolution No.2***

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle

the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

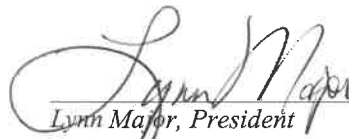
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Magdalena Municipal Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively Adopted and Submitted by the Board of Education of the Magdalena Municipal School District, Socorro County, New Mexico, at the regular open public meeting thereof, held this 18th day of October 2021.

ATTEST: Board of Education


Lynn Major, President


Sharon Harris, Vice President


Kayla Kersey, Secretary


Kelby Stephens, Member


Brett Bruton, Member

Magdalena Municipal School District does not discriminate in employment or provision of services
On the basis of race, color, national origin, gender, age, or handicapping condition

La falta de conocimiento de inglés o identificación como estudiante con necesidades especiales no serán barreras para la admisión en programas de enseñanza de educación técnica.

Lack of English language skills or identification as a special needs student will not be barriers to admission and participation in career technical education programs.

1898 of 2909

Bilagaana bizaad íhoóq'g'íí doyeegó bilbééhózingo éí doodaií óltaí' bich'j' ándahaaazi'f'gí éidóó yiniítáakaahda. Naanish ál'íigí dóó ba 'ihoo'aahgí bich'j'aa'a't'é.

[EXTERNAL] Proposed Social Studies Revisions

Dale Rutherford <dale@firststreetfirearms.com>

Fri 11/12/2021 8:28 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a grandparent of students in NM. I am concerned that we are polarizing our communities with this new social studies standards revision. There's one race and that's the human race. I don't care what branch of the human race you are. We are all equal when you look at us through God's eyes. We are all equal it doesn't matter what your skin color is or where you come from. This concept is also enshrined in the Declaration of Independence in that ALL men are created equal. This is what we must continue to teach our children.

To begin with I am concerned about these sections in the proposal:

5.12 describe how inequity in the United States laid the foundation for conflict that continues today.

7.28 evaluate how societies responses to different social identities lead to access and or barriers for various demographic groups in relation to various societal instructional institutions, including butler not limited to education, healthcare, government, and industry.

7.60 demonstrate how diversity includes the impact of unequal power relations on the development of groups identities and cultures.

7.8 to use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

These are opinionated pieces that do not teach a subject, this is teaching an opinion. This leaves a wide interpretation by the teacher, on presentation, instead of being factual and something to learn from. It leads to undue influence of the teacher.

It's too broad of a brush to paint with. It's like telling a black person you can't be the lieutenant governor of the state of Virginia because you're a black woman from Jamaica. In America, we're all given the equal rights to do whatever we want to do.

9.12 US 132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

This appears to be solely anti-gun with no pro gun comments or teachings about the benefits of a society that uses guns to protect us as

citizens.

The content needs to enable the students to learn from facts, analyze those facts and make their own determination versus being told what to think that often slants towards a liberal interpretation.

I do not want this being taught in New Mexico schools. Please review the revisions submitted by the Artesia schools social studies department..

--

Dale Rutherford-Owner
First Street Firearms LLC
1711 N. 1st St.
PO Box 509
Artesia, NM 88210
575-746-8974
<><

FW: [EXTERNAL] MMSD Board Resolution No. 2

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Fri 11/12/2021 8:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (125 KB)

MMSD Resolution No. 2 Social Studies.pdf;

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Friday, November 12, 2021 8:29 AM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: [EXTERNAL] MMSD Board Resolution No. 2

FYI

From: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>

Sent: Friday, November 12, 2021 8:28 AM

To: Sena, John, PED <John.Sena@state.nm.us>

Subject: FW: [EXTERNAL] MMSD Board Resolution No. 2

Here is the attachment

Kurt Steinhaus, Ed.D. | Secretary of Education (Designate)

New Mexico Public Education Department

300 Don Gaspar Ave. | Santa Fe, NM 87501

Appointments: Consuelo Constantine (505-309-2801, Consuelo.Constantine@state.nm.us)

Office: (505) 827-6452 | Help Desk: (505) 827-5800

Check us out here: [NMPED News & Media](#)



EQUITY • EXCELLENCE • RELEVANCE

From: Dr. Glenn Haven <ghaven@magschools.us>

Sent: Friday, November 12, 2021 8:25 AM

To: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

Cc: Lynn Major <lynn.major@magschools.us>; MMSD Administration <mmsdadmin@magschools.us>; Cheromiah, Evanna <echeromiah@magschools.us>

Subject: [EXTERNAL] MMSD Board Resolution No. 2

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Secretary Steinhaus,

Attached you will find Magdalena Municipal School District Board of Education Resolution No. 2 in regards to the Adoption of Social Studies Curriculum. This resolution was adopted at a regular open public meeting on October 13, 2021.

18, 2021. Ahéhee'

We Are Steer Here! Steer Strong! And Still Steer Tough!

Dr. Glenn Haven

Superintendent

Magdalena Municipal Schools

Phone: (575) 854-8013

Cell: (505) 252-9554

FAX : (575) 854-2531

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Chief Manuelito (Diné)

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ATTEST: Board of Education


Lynn Major, President


Sharon Harris, Vice President


Kayla Kersey, Secretary


Kelby Stephens, Member


Brett Bruton, Member

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1904 of 2909

Bilagaana bizaad íhoóq'g'íí doyeegó bilbééhózingo éí doodaií óltaí' bich'j' ándahaaazi'f'gí éidóó yiniítáakaahda. Naanish ál'íigí dóó ba 'ihoo'aahgí bich'j'áa'a't'é.

[EXTERNAL] NM Social Studies Standards- 2021 Revision - YES... we need to adopt the newly revised Social Studies Standards

Patricia Jiménez-Latham <patricia@transformeducationnm.org>

Fri 11/12/2021 8:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The 2021 revision of the New Mexico Social Studies Standards is not about teaching the tenets of Critical Race Theory, but rather it is about honoring truth as one of our country's democratic core values. This value is also central to how we approach and therefore model the teaching of our society's children, youth and adults in ways that ensure a legacy of future communities of integrity. This precious and powerful endeavor, developed by New Mexican experts seeks to improve upon our past practices and go far beyond the traditional single narrative regarding the telling of our local, national and world histories. – It is time, our children deserve to learn about New Mexico's rich multicultural gifts- our people- and history.

Thank you for your time,

Patricia Jimenez-Latham

Retired NM Educator

505-350-1513

[EXTERNAL] CRT

Cindy Goetz <cindyatcutter@icloud.com>

Fri 11/12/2021 8:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not introduce CRT into our schools . School should be a place to learn FACTS not feelings. SOCIAL studies should be based on facts not the 'feelings of a few' .

Cindy Goetz

15287 Highway 187

Williamsburg, NM. 87942

Sent from my iPhone

[EXTERNAL] Public feedback on Social Studies

Nicole Brooks <codyandnicole@gmail.com>

Fri 11/12/2021 8:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a Christian mom of 3 children I'm doing my best to teach my kids to love God and love one another. As humans, we mess up and Forgiveness is big in our home.

But you masked our kids. Not ok.

Now the vaccines. Not ok.

If you push this CRT (which you won't say is CRT, but we all know it is) you will see a mass exodus like nothing you've ever seen before.

Don't mess with our kids!!

Remember, YOU work for US!

Not the other way around.

Best regards,

A very p***** off momma bear

[EXTERNAL] PED change to Social Studies Curriculum

June Coburn <junecob@msn.com>

Fri 11/12/2021 8:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: Mr. Jon Sena

I am a retired Albuquerque Public School teacher. I taught first grade for 13 years at San Antonio Elementary School in Sandia Park, NM. After I retired, I worked as a substitute teacher, including kindergarten, until the Covid pandemic.

I have read the proposed standards for kindergarten. I have a concern about "Identify how individuals are similar and different". I believe that this is emphasizing the differences, which causes division - instead of emphasizing the similarities and thus encouraging unity. This is at a critical time in our nation, where we as a whole, seemingly have forgotten that we are United in one country.

I am strongly against the proposed standards, with a focus on diversity and identity. I absolutely believe in teaching and teaching all of the facts about our American History.

Thank you

June Coburn

[EXTERNAL] Feed back

Eliseo Aguirre <AguirreE@beleneagles.org>

Fri 11/12/2021 8:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We are open to revising the social studies standards in New Mexico but these standards and revisions should be to make the standards better not worse. They should also take students into account we understand that many standards should be addressed in the elementary level but very few are. Due to the prioritizing of English and math. So many students are not exposed to history standards until seventh grade. Unlike other subjects social studies does not align vertically the way other subjects do and because of this there is a lot reteaching going on at the high school level.

Working as teachers we focus not only on subject standards but on student engagement and student achievement. Because the proposed standards are so vague, we feel that they will be difficult to teach. Students right now must pass in the EOC provided by an NMPED to graduate and these questions are usually very specific. With no specific guidance on these broad and vague standards we feel they will hinder student achievement.

As proposed, some of the historical topics do not seem complete. The World History Section for high school is confusing because it has "sample topics and themes" that makes it seem that they are optional not required. Why do the other historical concepts have their themes and topics broken down but world history does not?

The ethnic cultural and identity section is going to be difficult to teach if adopted. We feel that many complaints will be filed towards teachers if this is adopted.

Some of the topics especially those in New Mexico history do not have good textbooks or materials to help with teaching. Will new materials be adopted or created? If this does happen how will schools purchase these materials? Funding is severely lacking and if the materials are not provided many hours of teacher research will be required. Will that time be compensated if NMPED or the state will not provide funding to buy materials?

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed Social Studies Standards

Julie Johnson <julie.jung.johnson@gmail.com>

Fri 11/12/2021 8:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the opportunity to comment on the new proposed Social Studies standards. I am not in favor of changing the current standards this way. I believe that the timeframe to review the standards has not been sufficient for most stakeholders given the amount of changes proposed. From what I've read, many of the proposed changes include the teaching of historical events with opinion regarding race and racial equity that are currently debated in academia and in educational institutions which stand for teaching the truth of our history to the next generations. Racial essentialism and critical race theory have no place in primary education and disguising it in these new standards as factual is misleading and damaging to our children. The debate and discussion on critical race THEORY, belongs in higher education, not to be taught as fact to elementary and high school students.

Please consider more time for review of these standards and edits that remove teaching that we are divided into oppressor/oppressed groups because of race.

Thank you,

Juliana Johnson, BA, CG (ASCP)

Artesia, NM

[EXTERNAL] Fwd: Social Studies Standards

Cindy Sims, PhD <cindy.sims@emsdbears.us>

Fri 11/12/2021 8:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

----- Forwarded message -----

From: **Elaine Darnell** <elaine.darnell@emsdbears.us>

Date: Tue, Nov 9, 2021 at 5:10 PM

Subject: Social Studies Standards

To: Cindy Sims, PhD <cindy.sims@emsdbears.us>

I believe that everything we teach in social studies should be based upon providing students with historical facts without bias. In today's political climate of division, it is especially important to present information carefully and clearly without adding an editorial, judgemental or slanted component. I fear that our country is increasingly moving toward open conflict because of misleading information that is perceived as fact on both sides of any conversation. Educators must continue to safeguard the young minds with whom they work each day. Our future rests on the shoulders of our educators who teach our children. They are up to the task, but must be supported with clear, unbiased standards

--

Elaine Darnell

Estancia Municipal Schools

School Board Vice President

elaine.darnell@emsdbears.us

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[EXTERNAL] Feedback on SS Standards revision from Lovington Municipal School Teachers

Gandy, LeAnne <leannegandy@lovingtonschools.net>

Fri 11/12/2021 8:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (46 KB)

Copy of LMSD SS Feedback - All Grades.pdf;

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Please see attached feedback from practitioners for Lovington Municipal Schools, regarding revisions to SS standards.

LeAnne Gandy

Superintendent

Lovington Municipal Schools

18 West Washington Avenue

Lovington, New Mexico 88260-4023

575.739.2200 Office

The Lovington Municipal School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs, activities and employment. Furthermore, it provides equal access to designated youth groups. The following persons are designated to handle inquiries regarding the non-discrimination policies:

Stefanie Stephens

Coordinator of Assessment and Communications

18 West Washington Avenue

Lovington, New Mexico 88260-4023

Telephone: (575) 739-2181

Email: stefaniestephens@lovingtonschools.net

robertarreola@lovingtonschools.net

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Timestamp	Email Address	Theme - Please type in theme that corresponds to your feedback (ex: The Land, people and resources of New Mexico.)	Anchor Standard - Please type in the anchor standard (ex: Inquiry 22. Construct Compelling and Supporting Questions)	Performance Standard - Please type in the number. (Ex: 7.23)	Feedback - Please provide feedback on the proposed revision to the standard in the context of the Anchor Standard or Theme.
		All Themes	All Anchor Standards	all	I think the entire revision is well thought out, easy to follow, leaves instructors the latitude to teach the material in a number of different ways, addresses different learning types, and is more rigorous than the previous Standards and Benchmarks.
		US History	General High School US History	General High School US History	Stand suggest going from 1491-present and it is impossible to cover everything in one year in a regular history class. Needs to be split like it has in the past. Inherently recognizing personal strengths is important for the development of a person as a whole. Cultural identity, self-worth, and positive attributes do need to be explored by the student. However, it is difficult for a teacher to instill positive attributes, and assume that a person sees something as a positive attribute or not. This particular idea will cause debate and stop the learning of students. As a professional historian, we feel that it is our job to point out the various ideas, but not to label something as good or bad. It is imperative that these conversations are held with the student and their parent to determine the final outcome.
		Ethnic, Cultural, and Identity Studies	19. Diversity and Identity	9-12.ECL.13	There is no issue in identifying various aspects of how people's identity impact the development of a society or nation. However, the idea of recognizing these, and causing separation is of no small impact, and in all practical purposes is in direct conflict with 9-12.ECI.13. In one sentence you are asking students to identify and value group identify without treating others as inferior, but in this you are asking to identify and show how these impact the develop of society and nation building. This holds back to the argument given over the issue of segregation in Plessy v. Ferguson which provided that simply separating groups does not make one inferior to the other. It is commonly held by historians and law professionals that this is impossible. You cannot separate and then assume that there will be no inferiority. This view point was upheld in the case of Brown v. Board of Education, that you cannot separate and expect things to be equal.
		Ethnic, Cultural and Identity Studies	19. Diversity and Identity	9-12.ECL.15	There is not really an argument that the past was steeped in racism and bias against various groups, be it racial groups, ethnic, gender, or such. These laws have played a role in the development of the nation and the framework for which we live in. However, even liberal authors such as Howard Zinn argue that it is imperative to look at this, but not attempt to change these as they happened in the past. Our job is to attempt to figure out what to do in the present, not attempt to blame someone or something for the present situation based on the actions. If laws are written in an attempt to make one group inferior of the past, it is paramount that these laws are changed on the sole basis of the present, not the past. This interferes with the issue of 9-12.ECL.13, in that you are creating a substantial view of one group being inferior to another group.
		Ethnic, Cultural, and Identity Studies	19. Diversity and Identity	9-12.ECI.16	Identifying groups that attempt to bring about change is a significant part of studying history. However, it is prudent to do so when looking at the past, and then applying to future organization. While we can look back at organizations such as Martin Luther King Jr. and the civil rights movement, or the suffrage movement, and determine the impacts they have, it is difficult to do so with modern day groups. For example, modern day groups that attempt to push for change, are labeled by some as being revolutionary, while others would label them as rebellious. This distinction can cause there to be conflict with the goals of 9-12.ECI.13, which requires one group to not be seen as inferior to other groups. For example, how does the discussion on the impacts of Black Live Matter Movements, without making those who see it as a "violent rebellion," feel that they are being in the wrong?
		Ethnic, Cultural and Identity Studies	21. Community Equity Building	9-12.ECI.21	While there is no argument that there are social constructs in place that are part of the structure and functions of the 21st century, it is impossible to avoid conflict with 9-13.ECL.13. There is no way to examine these events, in the context of modern day issues, without inadvertently placing blame upon a specific group of people. There is little to no justification for the implementation of this concept without harm to another group, as they will see themselves as being responsible for the implementation of those social constructs.
		Treaty of Guadalupe Hidalgo	9-12 NM 26, 13, & 17	"Determine the role of race and racism in the acts of land redistribution during the territorial period"	This standard is asking student to "Determine the role of race and racism in the acts of land redistribution during the territorial period". As we know land distribution and land grants have a long and controversial past within our state and territory, which still burns deep within many New Mexicans today. The question to ponder is what if race played no role at all? History, as we should know, is based on facts and truth, not theory and make believe. Effective history teachers engage students with facts and ask intriguing questions in order for them to "think outside the box". Our job is not the "who, what and when", but the "why"; this is also known as "cause and effect". Through facts and truth, we can learn from history, even from our darkest times. Standards NM 2 and NM 5 call for the usage of "evidence" and "multiple sources" to more or less build questions and strengthen claims through misconceptions. This standard itself, could be a misconception. What if our students determine that race did not, in fact, play a role? Are we on the "wrong side" of history? We are being asked to teach young adults to determine, and possibly believe, that race and racism was a factor during land distribution. What if it wasn't? Why should we invent ideas that do not hold truth? Our job is not to teach theories, but truth. Effective historians and teachers stir the minds of students naturally. Though some may believe that race and racism may have some to do with land re-distribution, some may disagree, therefore, why are teachers being made to teach to this standard? What picture are we trying to paint? Are we subliminally trying to say race is to blame? The perceived goal of this standard goes hand in hand with NM 13 and NM 17. Article X of the Treaty of Guadalupe-Hidalgo was stricken due to Secretary of State Buchanan believing that it was unnecessary. The US Constitution ensures American citizens enjoy the rights to life, liberty and property, therefore, in Buchanan's opinion, there was no need for Article X to be included. Why does this topic need separate standards to begin with? Is there an implication that Article X was stricken on the basis of race? If so, that is not accurate. It is a theory. In conclusion, the issue with these standards is not the material, it is the delivery and verbiage. We as historians should not shy away from our nation's and state's darkest times. We must teach with precision and accuracy with facts and evidence, not apparent notions. These standards can be perceived as racially inflammatory and manipulative; possibly making race an issue when, in fact, it was not.
		Inquiry	NM2 & NM5	call for the usage of "evidence" and "multiple sources" to more or less build questions and strengthen claims through misconceptions	This standard itself, could be a misconception. What if our students determine that race did not, in fact, play a role? Are we on the "wrong side" of history? We are being asked to teach young adults to determine, and possibly believe, that race and racism was a factor during land distribution. What if it wasn't? Why should we invent ideas that do not hold truth? Our job is not to teach theories, but truth. Effective historians and teachers stir the minds of students naturally. Though some may believe that race and racism may have some to do with land re-distribution, some may disagree, therefore, why are teachers being made to teach to this standard? What picture are we trying to paint? Are we subliminally trying to say race is to blame? In conclusion, the issue with these standards is not the material, it is the delivery and verbiage. We as historians should not shy away from our nation's and state's darkest times. We must teach with precision and accuracy with facts and evidence, not apparent notions. These standards can be perceived as racially inflammatory and manipulative; possibly making race an issue when, in fact, it was not.
		Spaces and Places	Theme 4: Geographic Representation and Reasoning	K. 18	I think this is an important skill for students to be exposed to and to begin understanding. Student very rarely ever see a physical map, but we use all sorts of maps all the time. It is important for students to be aware of their physical surroundings and to be able to map out geographical locations if ever in a situation that could be useful.

Timestamp	Email Address	Theme - Please type in theme that corresponds to your feedback (ex: The Land, people and resources of New Mexico.)	Anchor Standard - Please type in the anchor standard (ex: Inquiry 22. Construct Compelling and Supporting Questions)	Performance Standard - Please type in the number. (Ex: 7.23)	Feedback - Please provide feedback on the proposed revision to the standard in the context of the Anchor Standard or Theme.
		Social Identity	Ethnic, cultural, and identity standards	K.22, K.23, K.24, K.25	These additions to the Kindergarten Social Studies curriculum are asking teachers and students to point out differences rather than learn differences and celebrate them. Teaching students and shaping them to recognize differences this early in life seems like we are trying to a socialist society from the beginning. Students at this age are not able to understand these differences in people/families/cultures/beliefs appropriately. We read many book throughout the year that talk about differences in cultures, as in languages, and how we celebrate holidays, etc. this is the extent to which they can understand cultural differences among families. In my opinion it is not the schools job to teach differences in people's identify to this extent, rather the parent/guardians job. These are things that some families choose to teacher in different phases of life based off of their religion.
		Social Identity	Ethnic, Cultural, and Identity	K.22, K.23, K.24, K.25	I believe that student's at the kindergarten age can not demonstrate an appropriate understanding of these standards. These standards are asking children to point out each other's differences in what seems to be a negative light, stating why they are different from each other. We encourage students to celebrate their differences and embrace them because that is what makes them unique. It is not our job to teach our students their identity, but instead their parents/guardians job.
		Theme 4: Cultures and Environment	Geography 10. Geographic Representation and Reasoning	2.21	With this revised standard, I can see that the students would be able to utilize mapping skills that are normally not used in this grade level. It will help students in years to come on testing and making connections within cultures.
		Introduction to Geography and Historical Thinking	Ethnic, Cultural, and Identity Studies 21. Community Equity Building	6.22	It's too broad of a standard. It would be beneficial if specific events or examples were provided to guide my instruction.
		The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures	Civics 1: Civic and Political Institutions	6.23	It would be beneficial if it specified which civilization's social structures we need to focus on. For example, India's caste system
		Theme 5: Post-Classical Trade Networks	Geography 10: Geographic Representations and Reasoning	6.49	It would be beneficial if the key religions which we need to focus on were listed. For example, Hinduism
		Introduction to Geography and Historical Thinking	Ethnic, Cultural, and Identity Studies 20 Identity in History	6.21	My question is "Whose personal events?" For example, students, teachers It would be beneficial if an example was provided.

[EXTERNAL] Fw: Changes in Social Studies being taught in NM Schools

Richard Williams <rtw88220@yahoo.com>

Fri 11/12/2021 8:56 AM

To: Rodriguez, Aaron, PED <Aaron.Rodriguez2@state.nm.us>; Force, Kevin, PED <Kevin.Force@state.nm.us>; Mastalir, Dawn, PED <DawnE.Mastalir@state.nm.us>; Philip.Gloudemanos@state.nm.us <Philip.Gloudemanos@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

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Good morning. We need your help in advising your client that we will be seeking IPRA, Inspection of Public Records to see how all this forcing CRT (although they have never said CRT, still the same thing.) was created and who is behind it. A fraud by any other name is still a fraud.

We are against any changes in Social Studies Curriculum that will teach our children to hate America, hate our history, hate our forefathers, hate white people, blame them for everything. Hate our great history.

Richard and Emilia Williams

----- Forwarded Message -----

From: Richard Williams <rtw88220@yahoo.com>

To: Gene Reese <gene.reese.gr@gmail.com>; Tina Kincaid <tak555@yahoo.com>; david.rsi@hotmail.com <david.rsi@hotmail.com>; Rebecca Dow <rebecca@dowform.com>; Republican Party of New Mexico <contact@gopnm.org>; Larry <larrym_gdc@hotmail.com>

Sent: Saturday, October 9, 2021, 08:27:14 AM MDT

Subject: Fw: Changes in Social Studies being taught in NM Schools

----- Forwarded Message -----

From: Richard Williams <rtw88220@yahoo.com>

To: rule.feedback@state.nm.us <rule.feedback@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

Sent: Saturday, October 9, 2021, 08:24:48 AM MDT

Subject: Changes in Social Studies being taught in NM Schools

Good morning.

1. What is the rush to force New Mexico Schools to teach Critical Race Theory to be taught to our children? It is anti-American. No what name is used by the Public Education Department, it is being used to teach our children to hate America and to be ashamed of our great history, our leaders that put their lives on the line to defy the King of England and his dictator rulings.
2. Our children should be taught how great America is. If it is so bad according to CRT, why are there so many people trying to come into the United States to get away from dictatorships from around the world?
3. 3 whole minutes to give a person's view at the November meeting. Does that mean you have already made up your minds and this is just window dressing to pretend you listen to us taxpayers who through taxes and bond issues pay and pay so our

children will have a good education, not a anti- American, anti-freedom, anti-capitalism, pro-socialist agenda.

4. We are against any changes in teaching of Social Studies in NM Schools and want to know also what your rush is to force the schools and our children to agree with the Democrats plan for a one party system.

Thank you for your time.

Richard and Emilia Williams

[EXTERNAL] Social Studies Standards

Maker, Dymorie <dymoerimaker@lovingtongschools.net>

Fri 11/12/2021 9:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

Social Studies Standards Feedback.docx;

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Good morning,

Attached you will find my comments regarding the proposed Social Studies standards; while many positive pieces exist, I have some concerns. Primarily, the recurring verbage throughout the document that displays bias, which is counterproductive to the intent of discussions that are consistently held across the state regarding equity.

Sincerely,

Dymorie Maker

President, Lovington Municipal Schools Board of Education

Vice-President, New Mexico School Boards Association

Performance Standard	Current Descriptor	Area of Concern
K.14	Identify how individuals are similar and different	As defined by LEA, or curriculum?
K.22- K.25	Social Identity Standards	As defined by LEA, or curriculum?
3.27	Express a positive view of personal identities <i>without making someone else feel badly</i>	Highly subjective, can be difficult for a teacher to teach effectively
7.61	Brainstorm ways in which New Mexicans might <i>heal from past and current injustices</i>	Highly subjective, can be difficult for a teacher to teach effectively
7.82	Use primary and secondary sources to evaluate the <i>lasting impacts</i> of unequal power relations and <i>disenfranchisement of persons and groups</i>	Assumes multiple items, without giving students the opportunity to think and discover for themselves.
7.94	Develop a claim about the extent to which identity can be modified by personal choice or external forces.	Highly subjective, can be difficult for a teacher to teach effectively
7.98	Explain examples of cultural diffusion into and out of New Mexico from the past and present	This is to be taught during the topic of Early American Territorial Period (1850-1880) ... inconsistent messaging by including the present day.
7.103	Identify, explore, and describe the traditions, rites and norms of the groups to which the student identifies as belonging, and explain how these traditions, rites and norms may have changed over time.	
8.5	<i>Identify inherent bias</i> in maps and analyze how they impact cultural memory	Assumptions made, rather than having the student determine if there is an inherent bias.
8.23	<i>Synthesize historical and local knowledge to take age-appropriate action towards mending, healing and transforming the future.</i>	Assumptions made, rather than having the student determine if there is, in fact, action needed for mending, healing and transforming the future..
8.76	Identify and <i>correct</i> misconceptions about the Emancipation Proclamation	Highly subjective, can be difficult for a teacher to teach effectively
8.81	Describe how the KKK and other white supremacist organizations in the US arose with the intention of maintaining the oppression of specific groups through informal institutions.	Highly subjective and controversial, particularly for this age group, can be difficult for a teacher to teach effectively
8.83	Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.	Highly subjective and exclusive to recognizing only one cultural celebration; can be difficult for a teacher to teach without bias

[EXTERNAL] Support of the Proposed Social Studies Standards

Lisa Paz <lisampaz@gmail.com>

Fri 11/12/2021 9:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom this may concern-

I am the mother of two middle schoolers in the Rio Rancho Public School District. We are from the Pawnee and Comanche Nations and we are also Mexican-American.

I urge you to accept the new proposed social studies standards. The updating of our social studies standards is long overdue. I have many reasons for requesting this, but one major one is that the proposed standards add a focus on ethnic, cultural, and identity studies. This is in direct response to the Yazzie/Martinez ruling to provide a culturally and linguistically relevant curriculum for our students. The goal of this standard is to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation. With this standard, all students will see their communities and identities reflected in the historical narrative, making the content more relevant to their daily lives.

Thank you for your consideration,
Lisa Paz

[EXTERNAL] proposed rule changes-social studies

Joel Brown <joelbrown82@q.com>

Fri 11/12/2021 9:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I fully support the proposed rule changes to the social studies standards (11/12/2021). It is important for the education of all students in NM that they be taught an accurate version of history and cultural development in the state, region, nation and world. If we are to truly seek inclusion and diversity as goals that make us a better society, the standards are the minimum.

Joel Brown
1975 Avenida de Antigua
Las Cruces NM 88005

[EXTERNAL] Social studies

Susan McGrew <sumac3b@gmail.com>

Fri 11/12/2021 9:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a retired teacher, I know that we need an updated, more accurate, and more relevant social studies curriculum. Additionally, this revision focuses the material on an inquiry and critical thinking basis, so sorely needed in our public schools. Please do what is right and pass this update.

Susan McGrew
Santa Fe, NM
Sumac3b@gmail.com

Sent from my iPhone

[EXTERNAL] NM Social Studies Curriculum

Jashley Wiberg <jashleywiberg@gmail.com>

Fri 11/12/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am a parent in APS and i strongly oppose the proposed changes to the NM Social Studies Curriculum. I am a believer that every group, every race, every nationality, every ethnicity group matters. I think it is wrong to single out groups and make either side feel as if they have done something wrong. I believe history is best learned by sharing facts and not opinion. There are enough opinions on Social Media in our world and our kids need somewhere to go where they can receive unbiased facts. That is what school should be: Facts. I strongly oppose the changes proposed and ask that they remain out of the curriculum so that families who have parents that are involved in their children's lives and teach them morals will keep their students in the school system instead of feeling like the only way to teach our children facts is by homeschooling them.

Regards,
Jashley Wiberg

[EXTERNAL] No CRT in the Classroom

Kiran Androlewicz <kiran.nm.us@protonmail.ch>

Fri 11/12/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: KRQE 13, TV <newsdesk@krqe.com>; koat_newstips@hearst.com <koat_newstips@hearst.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NO CRITICAL RACE THEORY TO BE TAUGHT IN PUBLIC SCHOOL. AT ITS BEST IT UNDOES MLKS VISION, AT ITS WORST IT IS JUST PLAIN RACISM AND DISUNITY.

Sent from ProtonMail for iOS

[EXTERNAL] Support for draft NM Social Studies Standards

Dana Bell <danabelledit@yahoo.com>

Fri 11/12/2021 9:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED and Legislators:

I am writing to urge your strong support of the new draft standards for social studies curriculum in public schools in New Mexico.

From my point of view as an education researcher as well as mother of two children who have benefited from education in New Mexico's public schools, I find them to be strong standards for ensuring that students learn what they need to be just citizens in our diverse state and country. They invite students across backgrounds to consider contributions of all groups to society, and support the complex thinking about history and diversity that students need to develop in order to be leaders, citizens and neighbors. The emphasis in the standards on teaching higher order inquiry skills and the ability to separate fact from opinion makes these standards critical for 21st century students. This, combined with a needed update to account for events that have occurred in the past twenty years, makes these standards important to support and implement.

These standards demonstrate careful thinking about race, ethnicity, culture and history, in ways that bypass the current politicized debates that use curriculum as a battlefield for "culture wars." Social media has inflamed an uninformed concern about "critical race theory", which, as a theoretical concept from legal and graduate studies, is not and has never been taught in K-12 settings. These standards reflect continuity and best practice in K-12 pedagogy, and I urge the state of New Mexico to ensure that best practice is offered to all of our children.

Sincerely,

Dana Bell

614 Alvarado Dr NE

Albuquerque, NM 87108

Director, Cradle to Career Policy Institute

University of New Mexico

[EXTERNAL] In support of Asian American Studies in proposed PED Social Studies Standards/Curriculum

huong nmafc.org <huong@nmafc.org>

Fri 11/12/2021 9:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

I am writing in support of Asian American Studies, Ethnic Studies, and Critical Race Theory in the proposed PED Social Studies Standards/Curriculum.

As an Asian/Vietnamese American mother of two high schoolers at Cibola High, I want my children to learn about their own community's history, cultures/values, struggles and contributions. Having an accurate account of U.S. history, including the studies of Asian American and other race/ethnicity and the historical impact of laws and practices that have created systemic oppression of Asian Americans, and People of Color in America is necessary to create a culture that recognizes and understands the historical racial injustices that have existed and continue to exist within our country. **My family and children need and want this education!**

New Mexico is one of the only 6 majority-minority states. More than ever, this is overdue for NM to have such Social Studies standards and curriculum that include Asian American Studies, Ethnic Studies, and Critical Race Theory.

Thanks,
Huong Nguyen

[EXTERNAL] New Social Study Standards

Ruth Juarez <cometrice@gmail.com>

Fri 11/12/2021 9:19 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please consider adopting the following changes to our current K-12 education curriculum in Social Studies:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Thank you

--

Ruth

ella, suya (Spanish) | she, her (English)

[EXTERNAL] Against the repeal of 6.29.11 NMAC Social Studies

ted kamp <tedkampdpt@hotmail.com>

Fri 11/12/2021 9:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in opposition to the proposed changes made to NMAC 6.29.11 Social Studies. I believe these changes incorporate ideas and opinions (not facts) that are divisive, anti-American, and far-left leaning. They cast our nation in a negative light that infers we are unjust and oppressive. I believe we can admit that historically the U.S. had made mistakes and not done everything right, but these proposed changes go too far and are not appropriate or based in truth. Thank you for your time.

Traci Kamp

[EXTERNAL] Carolyn Hong Chan's Comment on Social Studies Standards

Carolyn H. Chan <carochan@aol.com>

Fri 11/12/2021 9:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (151 KB)

Carolyn Hong Chan's Comments for Social Studies Standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. John Sena
Policy Director, Public Education Department

Attached are my comments regarding New Mexico Social Studies Standards.

Respectfully,
Carolyn Hong Chan
Past National President
Chinese American Citizens Alliance
(505) 298-1727
carochan@aol.com

COMMENT ON NEW MEXICO SOCIAL STUDIES STANDARDS
NOVEMBER 12, 2021

I am Carolyn Hong Chan, former national president of the Chinese American Citizens Alliance (C.A.C.A.), one of the nation's oldest Asian American civil rights organization formed in 1895 in San Francisco in response to racism and prejudice that limited employment, education, housing, insurance, and banking opportunities. Our members are dedicated to enhancing civic pride, supporting community services and promoting responsible citizenship. I have also served as chairman of the National Advisory Council on Bilingual Education and Minority Language Affairs. In that capacity, I chaired a public hearing in Albuquerque to address language access needs of the diverse native and immigrant populations in New Mexico.

I grew up in the segregated South during Chinese exclusion and attended a one-room school of Chinese children until we were integrated in 1947. My parents, my siblings, and I intersected daily with customers of multi-ethnic backgrounds in our corner grocery store in a low-middle working class neighborhood. Some customers would use racist slurs, but our relationships were usually uneventful and even kind.

Even after student teaching in a white high school, I would not have been given a teacher's certificate. That changed when my husband and I moved to Albuquerque and I taught Native American, Hispanic, and White children at Old Town Elementary School. Although I formally taught five years in APS, many of my former students from sixty years ago have thanked me for my encouragement and attested to how sharing of my Chinese American culture has changed their lives.

Inclusion of the many rich cultures of our state is long overdue and would strengthen our national and world image. I strongly support inclusion of Asian American and Native Hawaiians and Pacific Islander history in the social studies standards. Their contributions in railroad building, agriculture, entrepreneurial enterprises, STEM, politics, arts and culture, defense, space exploration, and as tech developers, civil rights activists, first responders, and health care professionals, and Olympic athletes deserve recognition. Their stories can serve as inspirational role models for children and youth.

Most Americans are not aware that 20,000 Chinese American men and women served in World War II including 40 percent without citizenship. They fought for America in all branches of the military in all theaters of the war in spite of the discriminatory 1882 Chinese Exclusion Act in effect until it was repealed in 1943. Men and women, who volunteered to fight for a country that would not give them citizenship, demonstrated their patriotic loyalty. It has taken more than 76 years for their service to be recognized with the Congressional Gold Medal.

As the world gets smaller, Education about accomplishments of our diverse ethnicities comprising our state and nation strengthens our country's ability to

compete. Students want stories about those who look like them and are empathetic with strong heroes who are resilient and persevere.

With the uptick in verbal and physical abuse against Asian Americans, efforts must be made to change attitudes and develop understanding of people regardless of race, gender, and abilities. It will take the efforts of teachers, parents, and community to change hearts and minds beginning with the youngest children.

California is the first state to require a unit in Asian American history for graduation from high school. Oregon's approach is integration throughout the curriculum from K-12. Washington, Illinois, Virginia and Connecticut are other states that are requiring ethnic studies. Parents, students, teachers, and community leaders can affect change.

Many resources are available online, at state museums, and the Smithsonian, National Parks, and National Archives websites. "From Invisible to Visible: The Chinese American Experience in Albuquerque" a virtual exhibit spearheaded by the Albuquerque chapter of the Chinese American Citizens Alliance, is available on the City of Albuquerque's website. Books, films, and PBS programs such as "The Chinese Exclusion Act," "Becoming American," and "The Asian Americans" are historically informative. Bring AAPI, Native Hawaiians and Pacific Islanders to the schools to share their stories and culture with teachers and students.

The review to be more inclusive of the many cultures in our state is long overdue. I strongly urge that Asian American and Native Hawaiian and Pacific Islander history be included in the social studies curriculum. We would welcome the opportunity to work with the PED to develop lesson plans about AANHPI history and culture. Without inclusion of Asian American history in social studies standards, American History is incomplete.

Respectfully,
Carolyn Hong Chan
Past National President
Chinese American Citizens Alliance
carochan@aol.com
(505) 835-5179

[EXTERNAL] The change to should extended

julie catuccio <juliecatuccio@gmail.com>

Fri 11/12/2021 9:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am asking this board to stop this change of indoctrination of our children with this bizarre curriculum. I have read a few examples of what this curriculum consists of and it is DISTURBING ! Children in this state are being left behind by other states leave the indoctrination to the parent - focus on what REALLY matters reading n math ! THIS PROPOSAL SHOULD NOT BE ADOPTED BY THIS ADMINISTRATION !

[EXTERNAL] PDA Social Study Standards

Mike Hanna <mike112447@outlook.com>

Fri 11/12/2021 9:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am strongly in favor of the proposed PDA Social Study standards .

Mike Hanna 2 San Juan Trail,

Corrales, NM 87048

Get [Outlook for iOS](#)

[EXTERNAL] Feedback for Rule 6.29.11

Nancy Hooker <nhooker001@yahoo.com>

Fri 11/12/2021 7:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (288 KB)

[EXTERNAL] Feedback for Rule 6.29.11;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Petition of the
Cimarron District Board of Education

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the New Standards Draft is considerably more lengthy and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

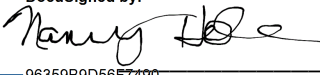
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Cimarron Municipal School District Board of Education (the “Board”) deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to at least July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively submitted,

Cimarron District Board of Education

DocuSigned by:

96359B9D56F7490...

Nancy Hooker, President

Date

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Michael Pfeifer <mailagent@thesoftedge.com>

Fri 11/12/2021 8:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies. It is so important to learn the importance of budgeting and saving at an early age. I lived in another state as a child, but remember how proud I was of having my own savings account as an elementary student.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is important for all students, regardless of a family's financial status. Students who learn personal finance concepts are able to assist their parents, grandparents, and other family members, with managing their finances.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

I appreciate your considering my comments.

Sincerely,

Michael Pfeifer
208 Spring Creek Dr NE
Albuquerque, NM 87122-2012

[EXTERNAL] NM Social Studies Standards Draft Feedback

Christopher Murphy <chrmur@pm.me>

Fri 11/12/2021 8:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I've recently read the *New Mexico Social Studies Standards Draft Pre-Rule* document and would like to express my pleasant surprise and support for the document as-written. As a father of 2 young children, who will be entering the Albuquerque Public School system within the next year, I'm encouraged to see New Mexico educators committed to crafting comprehensive and meaningful curricula. I believe these standards outline a body of education with the potential to empower and engage students in a powerful way at each step of their education.

I hope the document, if not adopted outright, informs our standards moving forward. Furthermore, I'm encouraged knowing that our educators are committed to advancing our collective knowledge and creating a more just and inclusive society.

Thank you,

Christopher Murphy 

[EXTERNAL] Proposed Standards comments

Tina Kincaid <tak555@yahoo.com>

Fri 11/12/2021 8:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I am very disappointed and concerned that this hearing was changed to virtual only and the time to speak has been shortened, further silencing New Mexican parents from having a voice in the curriculum of their local schools. Since this change has been made with such short notice, to be fair, I hope you will consider extending the public comment period for this very important and life changing issue!

The proposed social studies standards for K-12 are very disturbing! These new standards should be teaching all of the elements in our U.S. History, especially the ones that helped make America the greatest nation in the history of the world. Our history is not perfect by any means, but to eliminate the good and rewrite history is destructive to the great pillars...the foundation of our Republic, our founding documents and the process our Founders went through to establish a nation upon the truths, that we are all CREATE EQUAL and how our government is supposed to work, with 3 branches with checks and balances to prevent over reach, and how our free enterprise system has contributed to the highest standard of living in the world and provides, EQUAL OPPORTUNITY not equal results.

This proposed curriculum will not only not teach our children, who are the future of America, what made America great, but will fuel division, and will teach our children a very disorted and biased idea that our country was and is a racist and dominated by a particular race (white). Our American children should be taught our country's complete and truthful history based upon facts that are found in our founding documents and the writings of those who were actually there and a part of our history. Racism and sexism should be limited to just the established facts and the revisionist accounts that are not based in fact and actually contribute the division, and the victim mentality that is being inculcated into our children's minds that will further erode our God given liberties and destroy our free country, and take us backward into tyranny, oppression and slavery, the likes most of us have never experienced before. We should be instilling in our young people a sense of pride in our country, a strong work ethic, that will help them achieve success and allow them to pursue happiness, and the freedom to pursue their dreams. Instead these proposed standards will do just the opposite promoting racial, gender, and political division rather than unifying our children (and citizens). Adopting these standards will encourage disloyalty and civil unrest in our county when we need unity more than ever. When we need to be encouraging them to think for themselves, and allowing for disagreement and polite respectful debate

So many people today are not familiar with the U.S. Constitution and how our government is supposed to work. New Mexico would do well by reinstating these lessons into social studies curriculum in lieu of the proposed changes. Free enterprise, unbounded opportunity, democratic ideals have made the United States a world leader in all elements of freedom for its citizens in an unprecedented amount of time. Our children should be taught about the sacrifices and ideals that delivered our nation where it is today and that we must continue to defend it.

So many people in history came to America because it was a beacon of hope, opportunity and freedom from tyranny and oppression. Adopting these standards would tear down what so many risked their lives for to get here, and what so many have fought and died to preserve for future generations. Please remove this proposed curriculum from consideration, or at least extend the comment period so that all concerned parents and citizens will be able to know and understand these changes and have a voice in their children's education.

Thank you for your consideration,
Tina Kincaid
Carlsbad NM

[EXTERNAL] Comments on the Rule

Joan Boudreau <joan.boudreau@comcast.net>

Fri 11/12/2021 8:17 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Critical Race Theory should not be taught in our schools including K-12, colleges, and universities. It, and its underlying concept of equity, are Marxist ideas in which economic class has been replaced with race.

Equality, as proclaimed in the Declaration of Independence and the Constitution, guarantees equal rights under the law. Equity results in an end to private property, individual rights, federalism, and freedom of speech. It leads to race-based redistribution of wealth, group-based rights, active discrimination, and omnipotent bureaucratic authority. It is anti-American.

American is not systemically racist. CRT promotes racism.

Joan M Boudreau
1000 LOs Pueblos St.
Los Alamos, NM 87544

[EXTERNAL] Social Studies standards

Debaura James <debauraperu@gmail.com>

Fri 11/12/2021 8:18 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a retired teacher of Social Studies, I strongly urge you to accept the improvements/changes to the Standards. I especially applaud the interest in helping students discern what is fact and what is opinion as well as openly examining our nation's past with honesty.

--

Debaura James, Silver City, NM

**SEED (Securing Economic and Energy Democracy)
100% Renewables Campaign
Campaign to END SACRIFICE ZONES**

*The most common way people give up their power is by thinking they don't have any.
(Alice Walker)*

[EXTERNAL] Proposed social studies standards

Laura Stokes <stokescorrales@comcast.net>

Fri 11/12/2021 8:19 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I strongly support the new standards. This richer, more comprehensive and relevant curriculum will benefit not just students but everyone in New Mexico. Keeping students engaged in learning has multiple benefits for the entire community as well as the well-being of the student population. Students will have a much better understanding of their classmates and the world, making them more prepared to be critically thinking adults and responsible citizens.

Laura Stokes
retired APS teacher

[EXTERNAL] Nm studies standards

Tara Partow <partowtara@gmail.com>

Fri 11/12/2021 8:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I'm a New Mexico educator and I spent my first three years of working in schools in Gallup, NM. There are glaring gaps in the proposed high school NM studies standards whereas other courses have more than twice the number of requirements. I recognize that most students will have taken New Mexico history in middle school, but that will have been two years ago when they were virtually different people. The high school course makes no reference to indigenous people or history. What message does it send students when we teach them about indigenous people prior to conquest and colonization, but don't acknowledge the experiences and contributions of indigenous people and contributions in recent history and contemporary culture? Being real, the 7th grade standards look more rigorous and developmentally appropriate for older students.

Thank you,

Tara

--

Tara Partow

[EXTERNAL] The importance of truth

Vicki Plevin <vicplvn@gmail.com>

Fri 11/12/2021 8:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not allow a whitewashing of history. The people who say they want to ban Critical Race Theory want to hide the truth from our children. Across the country they are banning books in order to insure that our children learn history in a way that maintains the lie of white supremacy. This is a disservice to all our children and to the nation. It is the opposite of " freedom and justice for all." In order to build a multiracial democracy our children must understand how we got to where we are today, and how we can repair the injustices created by slavery and all forms of racial and ethnic discrimination. We cannot be fearful of the truth and survive as a democracy. Let's stop this right here and right now in New Mexico, before the proponents of ignorance succeed in burning and banning history. As a Jewish grandmother of three APS children, I am deeply worried about their safety when the organizers of bigotry seek to control their education.

Vicki Plevin

9100 Galaxia Way NE

Albuquerque, NM 87111

505-459-1776

[EXTERNAL] MMSD Board Resolution No. 2

Dr. Glenn Haven <ghaven@magschools.us>

Fri 11/12/2021 8:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: MMSD Board <mmsdboard@magschools.us>; MMSD Administration <mmsdadmin@magschools.us>; Kyl Candelaria <kyl.candelaria@magschools.us>; Cheremiah, Evanna <echeremiah@magschools.us>; Mizell, Dr. Kimberly <kmizell@bsin.k12.nm.us>

📎 1 attachments (125 KB)

MMSD Resolution No. 2 Social Studies.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attached you will find Magdalena Municipal School District Board of Education Resolution No. 2 in regards to the Adoption of Social Studies Curriculum. This resolution was adopted at a regular open public meeting on October 18, 2021. Please consider this our written comment from Magdalena Municipal Schools for today's public hearing. *Ahéhee'*

We Are Steer Here! Steer Strong! And Still Steer Tough!

Dr. Glenn Haven

Superintendent

Magdalena Municipal Schools

Phone: (575) 854-8013

Cell: (505) 252-9554

FAX : (575) 854-2531

"My grandchild, education is the ladder. Tell our people to take it."

Chief Manuelito (Diné)

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Magdalena Municipal Schools

P.O. BOX 24
MAGDALENA, NEW MEXICO 87825
PHONE 854-2241, FAX 854-2531

“OUR STUDENTS ARE OUR NUMBER ONE PRIORITY”

DR. GLENN HAVEN, Superintendent
LESLIE CLARK, Principal, MS/HS
JORY MIRABAL, Principal Elem.
KERI JAMES, Curriculum and
Instruction/Human Resources/Fed-State
Programs
R. DOROTHY ZAMORA, Business Manager

***Resolution and Petition of the
Magdalena Municipal School District Board of Education Regarding
the Adoption of Social Studies Curriculum
Resolution No.2***

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle

the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

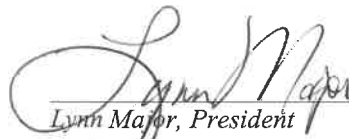
Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Magdalena Municipal Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively Adopted and Submitted by the Board of Education of the Magdalena Municipal School District, Socorro County, New Mexico, at the regular open public meeting thereof, held this 18th day of October 2021.

ATTEST: Board of Education


Lynn Major, President


Sharon Harris, Vice President


Kayla Kersey, Secretary


Kelby Stephens, Member


Brett Bruton, Member

Magdalena Municipal School District does not discriminate in employment or provision of services
On the basis of race, color, national origin, gender, age, or handicapping condition

La falta de conocimiento de inglés o identificación como estudiante con necesidades especiales no serán barreras para la admisión en programas de enseñanza de educación técnica.

Lack of English language skills or identification as a special needs student will not be barriers to admission and participation in career technical education programs.

1948 of 2909

Bilagaana bizaad íhoóq'g'íí doyeegó bilbééhózingo éí doodaií óltaí' bich'j' ándahaaazi'í'gí éidóó yiniítáakaahda. Naanish ál'íigí dóó ba 'ihoo'aahgí bich'j'áa'a't'é.

[EXTERNAL] Proposed Social Studies Revisions

Dale Rutherford <dale@firststreetfirearms.com>

Fri 11/12/2021 8:28 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a grandparent of students in NM. I am concerned that we are polarizing our communities with this new social studies standards revision. There's one race and that's the human race. I don't care what branch of the human race you are. We are all equal when you look at us through God's eyes. We are all equal it doesn't matter what your skin color is or where you come from. This concept is also enshrined in the Declaration of Independence in that ALL men are created equal. This is what we must continue to teach our children.

To begin with I am concerned about these sections in the proposal:

5.12 describe how inequity in the United States laid the foundation for conflict that continues today.

7.28 evaluate how societies responses to different social identities lead to access and or barriers for various demographic groups in relation to various societal instructional institutions, including butler not limited to education, healthcare, government, and industry.

7.60 demonstrate how diversity includes the impact of unequal power relations on the development of groups identities and cultures.

7.8 to use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

These are opinionated pieces that do not teach a subject, this is teaching an opinion. This leaves a wide interpretation by the teacher, on presentation, instead of being factual and something to learn from. It leads to undue influence of the teacher.

It's too broad of a brush to paint with. It's like telling a black person you can't be the lieutenant governor of the state of Virginia because you're a black woman from Jamaica. In America, we're all given the equal rights to do whatever we want to do.

9.12 US 132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

This appears to be solely anti-gun with no pro gun comments or teachings about the benefits of a society that uses guns to protect us as

citizens.

The content needs to enable the students to learn from facts, analyze those facts and make their own determination versus being told what to think that often slants towards a liberal interpretation.

I do not want this being taught in New Mexico schools. Please review the revisions submitted by the Artesia schools social studies department..

--

Dale Rutherford-Owner
First Street Firearms LLC
1711 N. 1st St.
PO Box 509
Artesia, NM 88210
575-746-8974
<><

FW: [EXTERNAL] MMSD Board Resolution No. 2

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Fri 11/12/2021 8:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (125 KB)

MMSD Resolution No. 2 Social Studies.pdf;

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Friday, November 12, 2021 8:29 AM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: [EXTERNAL] MMSD Board Resolution No. 2

FYI

From: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>

Sent: Friday, November 12, 2021 8:28 AM

To: Sena, John, PED <John.Sena@state.nm.us>

Subject: FW: [EXTERNAL] MMSD Board Resolution No. 2

Here is the attachment

Kurt Steinhaus, Ed.D. | Secretary of Education (Designate)

New Mexico Public Education Department

300 Don Gaspar Ave. | Santa Fe, NM 87501

Appointments: Consuelo Constantine (505-309-2801, Consuelo.Constantine@state.nm.us)

Office: (505) 827-6452 | Help Desk: (505) 827-5800

Check us out here: [NMPED News & Media](#)



EQUITY • EXCELLENCE • RELEVANCE

From: Dr. Glenn Haven <ghaven@magschools.us>

Sent: Friday, November 12, 2021 8:25 AM

To: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

Cc: Lynn Major <lynn.major@magschools.us>; MMSD Administration <mmsdadmin@magschools.us>; Cheremiah, Evanna <echeremiah@magschools.us>

Subject: [EXTERNAL] MMSD Board Resolution No. 2

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Secretary Steinhaus,

Attached you will find Magdalena Municipal School District Board of Education Resolution No. 2 in regards to the Adoption of Social Studies Curriculum. This resolution was adopted at a regular open public meeting on October 19, 2021.

18, 2021. Ahéhee'

We Are Steer Here! Steer Strong! And Still Steer Tough!

Dr. Glenn Haven

Superintendent

Magdalena Municipal Schools

Phone: (575) 854-8013

Cell: (505) 252-9554

FAX : (575) 854-2531

"My grandchild, education is the ladder. Tell our people to take it."

Chief Manuelito (Diné)

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Magdalena Municipal Schools

P.O. BOX 24
MAGDALENA, NEW MEXICO 87825
PHONE 854-2241, FAX 854-2531

“OUR STUDENTS ARE OUR NUMBER ONE PRIORITY”

DR. GLENN HAVEN, Superintendent
LESLIE CLARK, Principal, MS/HS
JORY MIRABAL, Principal Elem.
KERI JAMES, Curriculum and
Instruction/Human Resources/Fed-State
Programs
R. DOROTHY ZAMORA, Business Manager

***Resolution and Petition of the
Magdalena Municipal School District Board of Education Regarding
the Adoption of Social Studies Curriculum
Resolution No.2***

Whereas, in June of 2009, the Public Education Department of the State of New Mexico (“PED”) adopted comprehensive Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “Existing Standards”);

Whereas, the PED has prepared a draft of new Social Studies Standards for New Mexico for kindergarten through the 12th grade (the “New Standards Draft”) and only recently has made the New Standards Draft available for review;

Whereas, social studies and the standards of social studies that are to be taught to the students of New Mexico are of critical importance;

Whereas, the Existing Standards are 26 pages in length and the New Standards Draft is 129 pages in length and contains numerous material additions and revisions to the Existing Standards;

Whereas, substantial time, resources, research, and efforts of school administrators and teachers, including social studies teachers, will be necessary to properly evaluate, carefully consider, and thoughtfully offer possible revisions to the New Standards Draft;

Whereas, other stakeholders, including parents and others in the community, need time to review and provide comments regarding the New Standards Draft;

Whereas, due to the events of the past year and a half, almost all of our students are behind in their education, including some who are behind as much as a year;

Whereas, school districts in New Mexico are continuing to address numerous Covid 19 issues;

Whereas, the school administrators, teachers, and other district personnel are working overtime to help our students achieve their proper grade level, handle

the myriad complexities resulting from the Covid 19 pandemic, and perform their regular jobs, which has resulted in considerable stress and fatigue;

Whereas, due to the extreme workload of the school administrators, teachers, and other district personnel, they do not have the time to adequately read, evaluate, research, and offer possible revisions to the New Standards Draft at this time and during this school year;

Whereas, the Magdalena Municipal Public School District Board of Education (the "Board") deems the proper vetting and critical review of the New Standards Draft to be of the utmost importance;

Now therefore, the Board, by unanimous approval by its members, hereby petitions the PED to grant the school districts in New Mexico and the public a time period extending to July 1, 2022, to adequately review, research, and provide comments and proposed changes to the New Standards Draft.

Respectively Adopted and Submitted by the Board of Education of the Magdalena Municipal School District, Socorro County, New Mexico, at the regular open public meeting thereof, held this 18th day of October 2021.

ATTEST: Board of Education


Lynn Major, President


Sharon Harris, Vice President


Kayla Kersey, Secretary


Kelby Stephens, Member


Brett Bruton, Member

Magdalena Municipal School District does not discriminate in employment or provision of services
On the basis of race, color, national origin, gender, age, or handicapping condition

La falta de conocimiento de inglés o identificación como estudiante con necesidades especiales no serán barreras para la admisión en programas de enseñanza de educación técnica.

Lack of English language skills or identification as a special needs student will not be barriers to admission and participation in career technical education programs.

1954 of 2909

Bilagaana bizaad íhoóq'g'íí doyeegó bilbééhózingo éí doodaií óltaf' bich'j' ándahaaazi'f'gí éidóó yiniítáakaahda. Naanish ál'íigí dóó ba 'ihoo'aahgí bich'j'aa'a't'é.

[EXTERNAL] NM Social Studies Standards- 2021 Revision - YES... we need to adopt the newly revised Social Studies Standards

Patricia Jiménez-Latham <patricia@transformeducationnm.org>

Fri 11/12/2021 8:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The 2021 revision of the New Mexico Social Studies Standards is not about teaching the tenets of Critical Race Theory, but rather it is about honoring truth as one of our country's democratic core values. This value is also central to how we approach and therefore model the teaching of our society's children, youth and adults in ways that ensure a legacy of future communities of integrity. This precious and powerful endeavor, developed by New Mexican experts seeks to improve upon our past practices and go far beyond the traditional single narrative regarding the telling of our local, national and world histories. – It is time, our children deserve to learn about New Mexico's rich multicultural gifts- our people- and history.

Thank you for your time,

Patricia Jimenez-Latham

Retired NM Educator

505-350-1513

[EXTERNAL] CRT

Cindy Goetz <cindyatcutter@icloud.com>

Fri 11/12/2021 8:37 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please do not introduce CRT into our schools . School should be a place to learn FACTS not feelings. SOCIAL studies should be based on facts not the 'feelings of a few' .

Cindy Goetz

15287 Highway 187

Williamsburg, NM. 87942

Sent from my iPhone

[EXTERNAL] Public feedback on Social Studies

Nicole Brooks <codyandnicole@gmail.com>

Fri 11/12/2021 8:39 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a Christian mom of 3 children I'm doing my best to teach my kids to love God and love one another. As humans, we mess up and Forgiveness is big in our home.

But you masked our kids. Not ok.

Now the vaccines. Not ok.

If you push this CRT (which you won't say is CRT, but we all know it is) you will see a mass exodus like nothing you've ever seen before.

Don't mess with our kids!!

Remember, YOU work for US!

Not the other way around.

Best regards,

A very p***** off momma bear

[EXTERNAL] PED change to Social Studies Curriculum

June Coburn <junecob@msn.com>

Fri 11/12/2021 8:41 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To: Mr. Jon Sena

I am a retired Albuquerque Public School teacher. I taught first grade for 13 years at San Antonio Elementary School in Sandia Park, NM. After I retired, I worked as a substitute teacher, including kindergarten, until the Covid pandemic.

I have read the proposed standards for kindergarten. I have a concern about "Identify how individuals are similar and different". I believe that this is emphasizing the differences, which causes division - instead of emphasizing the similarities and thus encouraging unity. This is at a critical time in our nation, where we as a whole, seemingly have forgotten that we are United in one country.

I am strongly against the proposed standards, with a focus on diversity and identity. I absolutely believe in teaching and teaching all of the facts about our American History.

Thank you

June Coburn

[EXTERNAL] Feed back

Eliseo Aguirre <AguirreE@beleneagles.org>

Fri 11/12/2021 8:44 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We are open to revising the social studies standards in New Mexico but these standards and revisions should be to make the standards better not worse. They should also take students into account we understand that many standards should be addressed in the elementary level but very few are. Due to the prioritizing of English and math. So many students are not exposed to history standards until seventh grade. Unlike other subjects social studies does not align vertically the way other subjects do and because of this there is a lot reteaching going on at the high school level.

Working as teachers we focus not only on subject standards but on student engagement and student achievement. Because the proposed standards are so vague, we feel that they will be difficult to teach. Students right now must pass in the EOC provided by an NMPED to graduate and these questions are usually very specific. With no specific guidance on these broad and vague standards we feel they will hinder student achievement.

As proposed, some of the historical topics do not seem complete. The World History Section for high school is confusing because it has "sample topics and themes" that makes it seem that they are optional not required. Why do the other historical concepts have their themes and topics broken down but world history does not?

The ethnic cultural and identity section is going to be difficult to teach if adopted. We feel that many complaints will be filed towards teachers if this is adopted.

Some of the topics especially those in New Mexico history do not have good textbooks or materials to help with teaching. Will new materials be adopted or created? If this does happen how will schools purchase these materials? Funding is severely lacking and if the materials are not provided many hours of teacher research will be required. Will that time be compensated if NMPED or the state will not provide funding to buy materials?

Sent from [Mail](#) for Windows

[EXTERNAL] Proposed Social Studies Standards

Julie Johnson <julie.jung.johnson@gmail.com>

Fri 11/12/2021 8:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the opportunity to comment on the new proposed Social Studies standards. I am not in favor of changing the current standards this way. I believe that the timeframe to review the standards has not been sufficient for most stakeholders given the amount of changes proposed. From what I've read, many of the proposed changes include the teaching of historical events with opinion regarding race and racial equity that are currently debated in academia and in educational institutions which stand for teaching the truth of our history to the next generations. Racial essentialism and critical race theory have no place in primary education and disguising it in these new standards as factual is misleading and damaging to our children. The debate and discussion on critical race THEORY, belongs in higher education, not to be taught as fact to elementary and high school students.

Please consider more time for review of these standards and edits that remove teaching that we are divided into oppressor/oppressed groups because of race.

Thank you,

Juliana Johnson, BA, CG (ASCP)
Artesia, NM

[EXTERNAL] Fwd: Social Studies Standards

Cindy Sims, PhD <cindy.sims@emsdbears.us>

Fri 11/12/2021 8:51 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

----- Forwarded message -----

From: **Elaine Darnell** <elaine.darnell@emsdbears.us>

Date: Tue, Nov 9, 2021 at 5:10 PM

Subject: Social Studies Standards

To: Cindy Sims, PhD <cindy.sims@emsdbears.us>

I believe that everything we teach in social studies should be based upon providing students with historical facts without bias. In today's political climate of division, it is especially important to present information carefully and clearly without adding an editorial, judgemental or slanted component. I fear that our country is increasingly moving toward open conflict because of misleading information that is perceived as fact on both sides of any conversation. Educators must continue to safeguard the young minds with whom they work each day. Our future rests on the shoulders of our educators who teach our children. They are up to the task, but must be supported with clear, unbiased standards

--

Elaine Darnell

Estancia Municipal Schools

School Board Vice President

elaine.darnell@emsdbears.us

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[EXTERNAL] Feedback on SS Standards revision from Lovington Municipal School Teachers

Gandy, LeAnne <leannegandy@lovingtonschools.net>

Fri 11/12/2021 8:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

📎 1 attachments (46 KB)

Copy of LMSD SS Feedback - All Grades.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see attached feedback from practitioners for Lovington Municipal Schools, regarding revisions to SS standards.

LeAnne Gandy

Superintendent

Lovington Municipal Schools

18 West Washington Avenue

Lovington, New Mexico 88260-4023

575.739.2200 Office

The Lovington Municipal School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs, activities and employment. Furthermore, it provides equal access to designated youth groups. The following persons are designated to handle inquiries regarding the non-discrimination policies:

Stefanie Stephens

Coordinator of Assessment and Communications

18 West Washington Avenue

Lovington, New Mexico 88260-4023

Telephone: (575) 739-2181

Email: stefaniestephens@lovingtonschools.net

robertarreola@lovingtonschools.net

Robert Arreola

District Activities Director

701 West Avenue K

Lovington, New Mexico 88260-5514

Telephone: (575) 739-2266

Email:

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Timestamp	Email Address	Theme - Please type in theme that corresponds to your feedback (ex: The Land, people and resources of New Mexico.)	Anchor Standard - Please type in the anchor standard (ex: Inquiry 22. Construct Compelling and Supporting Questions)	Performance Standard - Please type in the number. (Ex: 7.23)	Feedback - Please provide feedback on the proposed revision to the standard in the context of the Anchor Standard or Theme.
		All Themes	All Anchor Standards	all	I think the entire revision is well thought out, easy to follow, leaves instructors the latitude to teach the material in a number of different ways, addresses different learning types, and is more rigorous than the previous Standards and Benchmarks.
		US History	General High School US History	General High School US History	Stand suggest going from 1491-present and it is impossible to cover everything in one year in a regular history class. Needs to be split like it has in the past. Inherently recognizing personal strengths is important for the development of a person as a whole. Cultural identity, self-worth, and positive attributes do need to be explored by the student. However, it is difficult for a teacher to instill positive attributes, and assume that a person sees something as a positive attribute or not. This particular idea will cause debate and stop the learning of students. As a professional historian, we feel that it is our job to point out the various ideas, but not to label something as good or bad. It is imperative that these conversations are held with the student and their parent to determine the final outcome.
		Ethnic, Cultural, and Identity Studies	19. Diversity and Identity	9-12.ECL.13	There is no issue in identifying various aspects of how people's identity impact the development of a society or nation. However, the idea of recognizing these, and causing separation is of no small impact, and in all practical purposes is in direct conflict with 9-12.ECI.13. In one sentence you are asking students to identify and value group identify without treating others as inferior, but in this you are asking to identify and show how these impact the develop of society and nation building. This holds back to the argument given over the issue of segregation in Plessy v. Ferguson which provided that simply separating groups does not make one inferior to the other. It is commonly held by historians and law professionals that this is impossible. You cannot separate and then assume that there will be no inferiority. This view point was upheld in the case of Brown v. Board of Education, that you cannot separate and expect things to be equal.
		Ethnic, Cultural and Identity Studies	19. Diversity and Identity	9-12.ECL.15	There is not really an argument that the past was steeped in racism and bias against various groups, be it racial groups, ethnic, gender, or such. These laws have played a role in the development of the nation and the framework for which we live in. However, even liberal authors such as Howard Zinn argue that it is imperative to look at this, but not attempt to change these as they happened in the past. Our job is to attempt to figure out what to do in the present, not attempt to blame someone or something for the present situation based on the actions. If laws are written in an attempt to make one group inferior of the past, it is paramount that these laws are changed on the sole basis of the present, not the past. This interferes with the issue of 9-12.ECL.13, in that you are creating a substantial view of one group being inferior to another group.
		Ethnic, Cultural, and Identity Studies	19. Diversity and Identity	9-12.ECI.16	Identifying groups that attempt to bring about change is a significant part of studying history. However, it is prudent to do so when looking at the past, and then applying to future organization. While we can look back at organizations such as Martin Luther King Jr. and the civil rights movement, or the suffrage movement, and determine the impacts they have, it is difficult to do so with modern day groups. For example, modern day groups that attempt to push for change, are labeled by some as being revolutionary, while others would label them as rebellious. This distinction can cause there to be conflict with the goals of 9-12.ECI.13, which requires one group to not be seen as inferior to other groups. For example, how does the discussion on the impacts of Black Live Matter Movements, without making those who see it as a "violent rebellion," feel that they are being in the wrong?
		Ethnic, Cultural and Identity Studies	21. Community Equity Building	9-12.ECI.21	While there is no argument that there are social constructs in place that are part of the structure and functions of the 21st century, it is impossible to avoid conflict with 9-13.ECL.13. There is no way to examine these events, in the context of modern day issues, without inadvertently placing blame upon a specific group of people. There is little to no justification for the implementation of this concept without harm to another group, as they will see themselves as being responsible for the implementation of those social constructs.
		Treaty of Guadalupe Hidalgo	9-12 NM 26, 13, & 17	"Determine the role of race and racism in the acts of land redistribution during the territorial period"	This standard is asking student to "Determine the role of race and racism in the acts of land redistribution during the territorial period". As we know land distribution and land grants have a long and controversial past within our state and territory, which still burns deep within many New Mexicans today. The question to ponder is what if race played no role at all? History, as we should know, is based on facts and truth, not theory and make believe. Effective history teachers engage students with facts and ask intriguing questions in order for them to "think outside the box". Our job is not the "who, what and when", but the "why"; this is also known as "cause and effect". Through facts and truth, we can learn from history, even from our darkest times. Standards NM 2 and NM 5 call for the usage of "evidence" and "multiple sources" to more or less build questions and strengthen claims through misconceptions. This standard itself, could be a misconception. What if our students determine that race did not, in fact, play a role? Are we on the "wrong side" of history? We are being asked to teach young adults to determine, and possibly believe, that race and racism was a factor during land distribution. What if it wasn't? Why should we invent ideas that do not hold truth? Our job is not to teach theories, but truth. Effective historians and teachers stir the minds of students naturally. Though some may believe that race and racism may have some to do with land re-distribution, some may disagree, therefore, why are teachers being made to teach to this standard? What picture are we trying to paint? Are we subliminally trying to say race is to blame? The perceived goal of this standard goes hand in hand with NM 13 and NM 17. Article X of the Treaty of Guadalupe-Hidalgo was stricken due to Secretary of State Buchanan believing that it was unnecessary. The US Constitution ensures American citizens enjoy the rights to life, liberty and property, therefore, in Buchanan's opinion, there was no need for Article X to be included. Why does this topic need separate standards to begin with? Is there an implication that Article X was stricken on the basis of race? If so, that is not accurate. It is a theory. In conclusion, the issue with these standards is not the material, it is the delivery and verbiage. We as historians should not shy away from our nation's and state's darkest times. We must teach with precision and accuracy with facts and evidence, not apparent notions. These standards can be perceived as racially inflammatory and manipulative; possibly making race an issue when, in fact, it was not.
		Inquiry	NM2 & NM5	call for the usage of "evidence" and "multiple sources" to more or less build questions and strengthen claims through misconceptions	This standard itself, could be a misconception. What if our students determine that race did not, in fact, play a role? Are we on the "wrong side" of history? We are being asked to teach young adults to determine, and possibly believe, that race and racism was a factor during land distribution. What if it wasn't? Why should we invent ideas that do not hold truth? Our job is not to teach theories, but truth. Effective historians and teachers stir the minds of students naturally. Though some may believe that race and racism may have some to do with land re-distribution, some may disagree, therefore, why are teachers being made to teach to this standard? What picture are we trying to paint? Are we subliminally trying to say race is to blame? In conclusion, the issue with these standards is not the material, it is the delivery and verbiage. We as historians should not shy away from our nation's and state's darkest times. We must teach with precision and accuracy with facts and evidence, not apparent notions. These standards can be perceived as racially inflammatory and manipulative; possibly making race an issue when, in fact, it was not.
		Spaces and Places	Theme 4: Geographic Representation and Reasoning	K. 18	I think this is an important skill for students to be exposed to and to begin understanding. Student very rarely ever see a physical map, but we use all sorts of maps all the time. It is important for students to be aware of their physical surroundings and to be able to map out geographical locations if ever in a situation that could be useful.

Timestamp	Email Address	Theme - Please type in theme that corresponds to your feedback (ex: The Land, people and resources of New Mexico.)	Anchor Standard - Please type in the anchor standard (ex: Inquiry 22. Construct Compelling and Supporting Questions)	Performance Standard - Please type in the number. (Ex: 7.23)	Feedback - Please provide feedback on the proposed revision to the standard in the context of the Anchor Standard or Theme.
		Social Identity	Ethnic, cultural, and identity standards	K.22, K.23, K.24, K.25	These additions to the Kindergarten Social Studies curriculum are asking teachers and students to point out differences rather than learn differences and celebrate them. Teaching students and shaping them to recognize differences this early in life seems like we are trying to a socialist society from the beginning. Students at this age are not able to understand these differences in people/families/cultures/beliefs appropriately. We read many book throughout the year that talk about differences in cultures, as in languages, and how we celebrate holidays, etc. this is the extent to which they can understand cultural differences among families. In my opinion it is not the schools job to teach differences in people's identify to this extent, rather the parent/guardians job. These are things that some families choose to teacher in different phases of life based off of their religion.
		Social Identity	Ethnic, Cultural, and Identity	K.22, K.23, K.24, K.25	I believe that student's at the kindergarten age can not demonstrate an appropriate understanding of these standards. These standards are asking children to point out each other's differences in what seems to be a negative light, stating why they are different from each other. We encourage students to celebrate their differences and embrace them because that is what makes them unique. It is not our job to teach our students their identity, but instead their parents/guardians job.
		Theme 4: Cultures and Environment	Geography 10. Geographic Representation and Reasoning	2.21	With this revised standard, I can see that the students would be able to utilize mapping skills that are normally not used in this grade level. It will help students in years to come on testing and making connections within cultures.
		Introduction to Geography and Historical Thinking	Ethnic, Cultural, and Identity Studies 21. Community Equity Building	6.22	It's too broad of a standard. It would be beneficial if specific events or examples were provided to guide my instruction.
		The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures	Civics 1: Civic and Political Institutions	6.23	It would be beneficial if it specified which civilization's social structures we need to focus on. For example, India's caste system
		Theme 5: Post-Classical Trade Networks	Geography 10: Geographic Representations and Reasoning	6.49	It would be beneficial if the key religions which we need to focus on were listed. For example, Hinduism
		Introduction to Geography and Historical Thinking	Ethnic, Cultural, and Identity Studies 20 Identity in History	6.21	My question is "Whose personal events?" For example, students, teachers It would be beneficial if an example was provided.

[EXTERNAL] Fw: Changes in Social Studies being taught in NM Schools

Richard Williams <rtw88220@yahoo.com>

Fri 11/12/2021 8:56 AM

To: Rodriguez, Aaron, PED <Aaron.Rodriguez2@state.nm.us>; Force, Kevin, PED <Kevin.Force@state.nm.us>; Mastalir, Dawn, PED <DawnE.Mastalir@state.nm.us>; Philip.Glourdemanos@state.nm.us <Philip.Glourdemanos@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning. We need your help in advising your client that we will be seeking IPRA, Inspection of Public Records to see how all this forcing CRT (although they have never said CRT, still the same thing.) was created and who is behind it. A fraud by any other name is still a fraud.

We are against any changes in Social Studies Curriculum that will teach our children to hate America, hate our history, hate our forefathers, hate white people, blame them for everything. Hate our great history.

Richard and Emilia Williams

----- Forwarded Message -----

From: Richard Williams <rtw88220@yahoo.com>

To: Gene Reese <gene.reese.gr@gmail.com>; Tina Kincaid <tak555@yahoo.com>; david.rsi@hotmail.com <david.rsi@hotmail.com>; Rebecca Dow <rebecca@dowform.com>; Republican Party of New Mexico <contact@gopnm.org>; Larry <larrym_gdc@hotmail.com>

Sent: Saturday, October 9, 2021, 08:27:14 AM MDT

Subject: Fw: Changes in Social Studies being taught in NM Schools

----- Forwarded Message -----

From: Richard Williams <rtw88220@yahoo.com>

To: rule.feedback@state.nm.us <rule.feedback@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

Sent: Saturday, October 9, 2021, 08:24:48 AM MDT

Subject: Changes in Social Studies being taught in NM Schools

Good morning.

1. What is the rush to force New Mexico Schools to teach Critical Race Theory to be taught to our children? It is anti-American. No what name is used by the Public Education Department, it is being used to teach our children to hate America and to be ashamed of our great history, our leaders that put their lives on the line to defy the King of England and his dictator rulings.

2. Our children should be taught how great America is. If it is so bad according to CRT, why are there so many people trying to come into the United States to get away from dictatorships from around the world?

3. 3 whole minutes to give a person's view at the November meeting. Does that mean you have already made up your minds and this is just window dressing to pretend you listen to us taxpayers who through taxes and bond issues pay and pay so our

children will have a good education, not a anti- American, anti-freedom, anti-capitalism, pro-socialist agenda.

4. We are against any changes in teaching of Social Studies in NM Schools and want to know also what your rush is to force the schools and our children to agree with the Democrats plan for a one party system.

Thank you for your time.

Richard and Emilia Williams

[EXTERNAL] Social Studies Standards

Maker, Dymorie <dymoerimaker@lovingtonschools.net>

Fri 11/12/2021 9:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (15 KB)

Social Studies Standards Feedback.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

Attached you will find my comments regarding the proposed Social Studies standards; while many positive pieces exist, I have some concerns. Primarily, the recurring verbage throughout the document that displays bias, which is counterproductive to the intent of discussions that are consistently held across the state regarding equity.

Sincerely,

Dymorie Maker

President, Lovington Municipal Schools Board of Education

Vice-President, New Mexico School Boards Association

Performance Standard	Current Descriptor	Area of Concern
K.14	Identify how individuals are similar and different	As defined by LEA, or curriculum?
K.22- K.25	Social Identity Standards	As defined by LEA, or curriculum?
3.27	Express a positive view of personal identities <i>without making someone else feel badly</i>	Highly subjective, can be difficult for a teacher to teach effectively
7.61	Brainstorm ways in which New Mexicans might <i>heal from past and current injustices</i>	Highly subjective, can be difficult for a teacher to teach effectively
7.82	Use primary and secondary sources to evaluate the <i>lasting impacts</i> of unequal power relations and <i>disenfranchisement of persons and groups</i>	Assumes multiple items, without giving students the opportunity to think and discover for themselves.
7.94	Develop a claim about the extent to which identity can be modified by personal choice or external forces.	Highly subjective, can be difficult for a teacher to teach effectively
7.98	Explain examples of cultural diffusion into and out of New Mexico from the past and present	This is to be taught during the topic of Early American Territorial Period (1850-1880) ... inconsistent messaging by including the present day.
7.103	Identify, explore, and describe the traditions, rites and norms of the groups to which the student identifies as belonging, and explain how these traditions, rites and norms may have changed over time.	
8.5	<i>Identify inherent bias</i> in maps and analyze how they impact cultural memory	Assumptions made, rather than having the student determine if there is an inherent bias.
8.23	<i>Synthesize historical and local knowledge to take age-appropriate action towards mending, healing and transforming the future.</i>	Assumptions made, rather than having the student determine if there is, in fact, action needed for mending, healing and transforming the future..
8.76	Identify and <i>correct</i> misconceptions about the Emancipation Proclamation	Highly subjective, can be difficult for a teacher to teach effectively
8.81	Describe how the KKK and other white supremacist organizations in the US arose with the intention of maintaining the oppression of specific groups through informal institutions.	Highly subjective and controversial, particularly for this age group, can be difficult for a teacher to teach effectively
8.83	Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.	Highly subjective and exclusive to recognizing only one cultural celebration; can be difficult for a teacher to teach without bias

[EXTERNAL] Support of the Proposed Social Studies Standards

Lisa Paz <lisampaz@gmail.com>

Fri 11/12/2021 9:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom this may concern-

I am the mother of two middle schoolers in the Rio Rancho Public School District. We are from the Pawnee and Comanche Nations and we are also Mexican-American.

I urge you to accept the new proposed social studies standards. The updating of our social studies standards is long overdue. I have many reasons for requesting this, but one major one is that the proposed standards add a focus on ethnic, cultural, and identity studies. This is in direct response to the Yazzie/Martinez ruling to provide a culturally and linguistically relevant curriculum for our students. The goal of this standard is to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation. With this standard, all students will see their communities and identities reflected in the historical narrative, making the content more relevant to their daily lives.

Thank you for your consideration,
Lisa Paz

[EXTERNAL] proposed rule changes-social studies

Joel Brown <joelbrown82@q.com>

Fri 11/12/2021 9:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I fully support the proposed rule changes to the social studies standards (11/12/2021). It is important for the education of all students in NM that they be taught an accurate version of history and cultural development in the state, region, nation and world. If we are to truly seek inclusion and diversity as goals that make us a better society, the standards are the minimum.

Joel Brown
1975 Avenida de Antigua
Las Cruces NM 88005

[EXTERNAL] Social studies

Susan McGrew <sumac3b@gmail.com>

Fri 11/12/2021 9:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a retired teacher, I know that we need an updated, more accurate, and more relevant social studies curriculum. Additionally, this revision focuses the material on an inquiry and critical thinking basis, so sorely needed in our public schools. Please do what is right and pass this update.

Susan McGrew
Santa Fe, NM
Sumac3b@gmail.com

Sent from my iPhone

[EXTERNAL] NM Social Studies Curriculum

Jashley Wiberg <jashleywiberg@gmail.com>

Fri 11/12/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am a parent in APS and i strongly oppose the proposed changes to the NM Social Studies Curriculum. I am a believer that every group, every race, every nationality, every ethnicity group matters. I think it is wrong to single out groups and make either side feel as if they have done something wrong. I believe history is best learned by sharing facts and not opinion. There are enough opinions on Social Media in our world and our kids need somewhere to go where they can receive unbiased facts. That is what school should be: Facts. I strongly oppose the changes proposed and ask that they remain out of the curriculum so that families who have parents that are involved in their children's lives and teach them morals will keep their students in the school system instead of feeling like the only way to teach our children facts is by homeschooling them.

Regards,
Jashley Wiberg

[EXTERNAL] No CRT in the Classroom

Kiran Androlewicz <kiran.nm.us@protonmail.ch>

Fri 11/12/2021 9:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: KRQE 13, TV <newsdesk@krqe.com>; koat_newstips@hearst.com <koat_newstips@hearst.com>

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NO CRITICAL RACE THEORY TO BE TAUGHT IN PUBLIC SCHOOL. AT ITS BEST IT UNDOES MLKS VISION, AT ITS WORST IT IS JUST PLAIN RACISM AND DISUNITY.

Sent from ProtonMail for iOS

[EXTERNAL] Support for draft NM Social Studies Standards

Dana Bell <danabelledit@yahoo.com>

Fri 11/12/2021 9:14 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED and Legislators:

I am writing to urge your strong support of the new draft standards for social studies curriculum in public schools in New Mexico.

From my point of view as an education researcher as well as mother of two children who have benefited from education in New Mexico's public schools, I find them to be strong standards for ensuring that students learn what they need to be just citizens in our diverse state and country. They invite students across backgrounds to consider contributions of all groups to society, and support the complex thinking about history and diversity that students need to develop in order to be leaders, citizens and neighbors. The emphasis in the standards on teaching higher order inquiry skills and the ability to separate fact from opinion makes these standards critical for 21st century students. This, combined with a needed update to account for events that have occurred in the past twenty years, makes these standards important to support and implement.

These standards demonstrate careful thinking about race, ethnicity, culture and history, in ways that bypass the current politicized debates that use curriculum as a battlefield for "culture wars." Social media has inflamed an uninformed concern about "critical race theory", which, as a theoretical concept from legal and graduate studies, is not and has never been taught in K-12 settings. These standards reflect continuity and best practice in K-12 pedagogy, and I urge the state of New Mexico to ensure that best practice is offered to all of our children.

Sincerely,

Dana Bell

614 Alvarado Dr NE

Albuquerque, NM 87108

Director, Cradle to Career Policy Institute

University of New Mexico

[EXTERNAL] In support of Asian American Studies in proposed PED Social Studies Standards/Curriculum

huong nmafc.org <huong@nmafc.org>

Fri 11/12/2021 9:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good morning,

I am writing in support of Asian American Studies, Ethnic Studies, and Critical Race Theory in the proposed PED Social Studies Standards/Curriculum.

As an Asian/Vietnamese American mother of two high schoolers at Cibola High, I want my children to learn about their own community's history, cultures/values, struggles and contributions. Having an accurate account of U.S. history, including the studies of Asian American and other race/ethnicity and the historical impact of laws and practices that have created systemic oppression of Asian Americans, and People of Color in America is necessary to create a culture that recognizes and understands the historical racial injustices that have existed and continue to exist within our country. **My family and children need and want this education!**

New Mexico is one of the only 6 majority-minority states. More than ever, this is overdue for NM to have such Social Studies standards and curriculum that include Asian American Studies, Ethnic Studies, and Critical Race Theory.

Thanks,
Huong Nguyen

[EXTERNAL] New Social Study Standards

Ruth Juarez <cometrice@gmail.com>

Fri 11/12/2021 9:19 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please consider adopting the following changes to our current K-12 education curriculum in Social Studies:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Thank you

--

Ruth

ella, suya (Spanish) | she, her (English)

[EXTERNAL] Against the repeal of 6.29.11 NMAC Social Studies

ted kamp <tedkampdpt@hotmail.com>

Fri 11/12/2021 9:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am writing in opposition to the proposed changes made to NMAC 6.29.11 Social Studies. I believe these changes incorporate ideas and opinions (not facts) that are divisive, anti-American, and far-left leaning. They cast our nation in a negative light that infers we are unjust and oppressive. I believe we can admit that historically the U.S. had made mistakes and not done everything right, but these proposed changes go too far and are not appropriate or based in truth. Thank you for your time.

Traci Kamp

[EXTERNAL] Carolyn Hong Chan's Comment on Social Studies Standards

Carolyn H. Chan <carochan@aol.com>

Fri 11/12/2021 9:20 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (151 KB)

Carolyn Hong Chan's Comments for Social Studies Standards.docx;

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Dear Mr. John Sena
Policy Director, Public Education Department

Attached are my comments regarding New Mexico Social Studies Standards.

Respectfully,
Carolyn Hong Chan
Past National President
Chinese American Citizens Alliance
(505) 298-1727
carochan@aol.com

COMMENT ON NEW MEXICO SOCIAL STUDIES STANDARDS
NOVEMBER 12, 2021

I am Carolyn Hong Chan, former national president of the Chinese American Citizens Alliance (C.A.C.A.), one of the nation's oldest Asian American civil rights organization formed in 1895 in San Francisco in response to racism and prejudice that limited employment, education, housing, insurance, and banking opportunities. Our members are dedicated to enhancing civic pride, supporting community services and promoting responsible citizenship. I have also served as chairman of the National Advisory Council on Bilingual Education and Minority Language Affairs. In that capacity, I chaired a public hearing in Albuquerque to address language access needs of the diverse native and immigrant populations in New Mexico.

I grew up in the segregated South during Chinese exclusion and attended a one-room school of Chinese children until we were integrated in 1947. My parents, my siblings, and I intersected daily with customers of multi-ethnic backgrounds in our corner grocery store in a low-middle working class neighborhood. Some customers would use racist slurs, but our relationships were usually uneventful and even kind.

Even after student teaching in a white high school, I would not have been given a teacher's certificate. That changed when my husband and I moved to Albuquerque and I taught Native American, Hispanic, and White children at Old Town Elementary School. Although I formally taught five years in APS, many of my former students from sixty years ago have thanked me for my encouragement and attested to how sharing of my Chinese American culture has changed their lives.

Inclusion of the many rich cultures of our state is long overdue and would strengthen our national and world image. I strongly support inclusion of Asian American and Native Hawaiians and Pacific Islander history in the social studies standards. Their contributions in railroad building, agriculture, entrepreneurial enterprises, STEM, politics, arts and culture, defense, space exploration, and as tech developers, civil rights activists, first responders, and health care professionals, and Olympic athletes deserve recognition. Their stories can serve as inspirational role models for children and youth.

Most Americans are not aware that 20,000 Chinese American men and women served in World War II including 40 percent without citizenship. They fought for America in all branches of the military in all theaters of the war in spite of the discriminatory 1882 Chinese Exclusion Act in effect until it was repealed in 1943. Men and women, who volunteered to fight for a country that would not give them citizenship, demonstrated their patriotic loyalty. It has taken more than 76 years for their service to be recognized with the Congressional Gold Medal.

As the world gets smaller, Education about accomplishments of our diverse ethnicities comprising our state and nation strengthens our country's ability to

compete. Students want stories about those who look like them and are empathetic with strong heroes who are resilient and persevere.

With the uptick in verbal and physical abuse against Asian Americans, efforts must be made to change attitudes and develop understanding of people regardless of race, gender, and abilities. It will take the efforts of teachers, parents, and community to change hearts and minds beginning with the youngest children.

California is the first state to require a unit in Asian American history for graduation from high school. Oregon's approach is integration throughout the curriculum from K-12. Washington, Illinois, Virginia and Connecticut are other states that are requiring ethnic studies. Parents, students, teachers, and community leaders can affect change.

Many resources are available online, at state museums, and the Smithsonian, National Parks, and National Archives websites. "From Invisible to Visible: The Chinese American Experience in Albuquerque" a virtual exhibit spearheaded by the Albuquerque chapter of the Chinese American Citizens Alliance, is available on the City of Albuquerque's website. Books, films, and PBS programs such as "The Chinese Exclusion Act," "Becoming American," and "The Asian Americans" are historically informative. Bring AAPI, Native Hawaiians and Pacific Islanders to the schools to share their stories and culture with teachers and students.

The review to be more inclusive of the many cultures in our state is long overdue. I strongly urge that Asian American and Native Hawaiian and Pacific Islander history be included in the social studies curriculum. We would welcome the opportunity to work with the PED to develop lesson plans about AANHPI history and culture. Without inclusion of Asian American history in social studies standards, American History is incomplete.

Respectfully,
Carolyn Hong Chan
Past National President
Chinese American Citizens Alliance
carochan@aol.com
(505) 835-5179

[EXTERNAL] PDA Social Study Standards

Mike Hanna <mike112447@outlook.com>

Fri 11/12/2021 9:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am strongly in favor of the proposed PDA Social Study standards .

Mike Hanna 2 San Juan Trail,

Corrales, NM 87048

Get [Outlook for iOS](#)

[EXTERNAL] The change to should extended

julie catuccio <juliecatuccio@gmail.com>

Fri 11/12/2021 9:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am asking this board to stop this change of indoctrination of our children with this bizarre curriculum. I have read a few examples of what this curriculum consists of and it is DISTURBING ! Children in this state are being left behind by other states leave the indoctrination to the parent - focus on what REALLY matters reading n math ! THIS PROPOSAL SHOULD NOT BE ADOPTED BY THIS ADMINISTRATION !

[EXTERNAL] Proposed Social Studies Standards for NM Students

Blanca Bustos <carrascoblanca@hotmail.com>

Fri 11/12/2021 9:23 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

As a parent, I am concerned with the proposed standards for our New Mexico children. While I understand that many world events are not included in our studies now, such as 9/11 and believe it should be updated to include these events, I do NOT believe changing the main pillars of social studies is a change New Mexico schools need to be pursuing.

It is my understanding that social studies are taught under four main pillars: civics, economics, geography and history. New Mexico PED has no business adding ethnic, cultural and identity studies. This opens up bias and a lot of opinion on subjects where students should only be given facts of historical events. Our schools have no business talking to our children about ethnicity, culture, let alone, identity. This is the place of the parents/family. Our children should never be taught based on personal interpretation of the state, school and/or teacher. Stick to the facts of the events!

I pray New Mexico refrains from letting our schools, and subsequently, our children, be pawns in the political game of chess we are seeing happen throughout our nation. Our children should NEVER be subjected to any indoctrination to satisfy a political party's agenda. New Mexico needs to be better than that. Our children need you to be better than that.

Thank you,
Blanca Bustos

[EXTERNAL] New Mexico Social Studies Standardd

martha.phillips55@gmail.com <martha.phillips55@gmail.com>

Fri 11/12/2021 9:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Sue Joiner <sjoiner@firstuccabq.org>

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John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena:

We are writing in support of the draft New Mexico social studies standards, 6.29.11 NMAC, Social Studies, for New Mexico public education schools (K-12).

First Congregational Church of Albuquerque (United Church of Christ) established a Racial Justice Team in 2020, shortly after the murder of George Floyd by a police officer in Minneapolis. Our church has since held events in support of the Black Lives Matter movement. We have also engaged in study and education of our members on issues of racial justice, and have held discussions of racial justice with other churches of the UCC Southwest conference, which includes the states of New Mexico and Arizona, as well as the El Paso area.

In reviewing the draft NM social studies standards, we asked ourselves, do these standards, as revised, contribute to the furthering of education for racial justice in New Mexico? We have concluded that they do. Specifically,

- We are pleased to see that there are numerous anchor standards and performance standards at all grade levels that specifically refer to the history, civics, geography, and economics of Black, Indigenous, and other people of color, as well as to people of Hispanic origin.
- We were pleased to note that one of the high school history performance standards is to "Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous peoples, regional, racial, ethnic, class, and gender." We hope that perspectives of diverse groups will be included throughout the teaching of social studies.
- We are especially pleased to see that there is a separate content area that deals with Ethnic, Cultural, and Identity Studies, especially at the high school level.
- We are also encouraged to see that the high school U.S. history standards include very recent events, such as contemporary civil rights struggles, the pandemic (compared to the AIDS epidemic and the influenza epidemic), anti-immigrant sentiment, climate disruption, and gun violence.

- As an open and affirming church, we are pleased to see that there are performance standards at the high school level related to LGBTQIA+ people.
- We think that the Inquiry standards are essential to thinking about all aspects of human activity.

We commend the people who worked to create these revised standards, and we urge the Public Education Department to adopt these standards and to move forward with their implementation.

Sincerely,
Rev. Sue Joiner, Pastor

Martha Phillips, Chair,
Racial Justice Team

First Congregational United Church of Christ
2801 Lomas Boulevard NE
Albuquerque, NM 87106

Sent from my iPhone

[EXTERNAL] Cancel Critical Race Theory

Simmons Family <m_simmons@cybermesa.com>

Fri 11/12/2021 9:28 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena,

Do not update the social studies standards. You are seeing the start of a mass exodus from the school systems due to our schools teaching kids to hate each other because God gave them one skin tone or another. Don't push parents farther away. Or actually, do push them. Homeschool makes the smartest kids anyway, especially those who started this country. Just look at our Constitution and see what a bunch of homeschoolers can do.

Maria Simmons

[EXTERNAL] Comment on the Proposed New Mexico Social Content Standards

Cibele Howard <cibelehoward@gmail.com>

Fri 11/12/2021 9:29 AM

To: Feedback, Rule, PED <Rule.FeedBack@state.nm.us>; cibelehowad@gmail.com <cibelehowad@gmail.com>

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Comment on the Proposed New Mexico Social Content Standards

Good morning,

My name is Cibele Howard, back in 2000/2001 I was a Brazilian Rotary exchange student in the USA.

I was amazed about the American school system and happy to be in a place where people would respect the difference of cultures and different ways of thinking.

In 2015 I married an American veteran and law enforcement man. We share the same principles, thoughts and expectations about constitutional rights, freedom and what History and social classes teach our students, including our 4 year old daughter that already attends preschool in the Artesia Public Schools System.

As a Brazilian immigrant and recently an American citizen in this Great country and being a parent of a student in the Public Schools, I have concerns about the way that the Civics Standards will be taught in our classrooms.

The proposed standards seem too vague and discriminate against people from other cultures, etc.

As a parent and an American citizen, I ask for better and understanding civics standards for our students as:

that the students could describe their family history, culture and past. People are different and they think differently and they should be able to compare and contrast cultural identity with other cultures and costumes.

Finally, I appreciate you reading these notes and I hope to be responded in my arguments.

Cibele Howard

[EXTERNAL] Social Studies

Paul Maupin <pauljmaupin@gmail.com>

Fri 11/12/2021 9:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr Sena,

I am NOT in favor of the proposed social studies standards. These new standards will only serve to further divide us. New Mexico is a politically diverse state and passing extreme measures like this will surely drive out more hard-working citizens to other conservative surrounding states. Respectfully,
Dr Paul Maupin

[EXTERNAL] Wrong lanes have right turns

Lexi123 Leyva <62nleyva48@gmail.com>

Fri 11/12/2021 9:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sent from my iPhone

[EXTERNAL] Inspection of Public Records NM Public Education Department

Richard Williams <rtw88220@yahoo.com>

Fri 11/12/2021 9:33 AM

To: Rodriguez, Aaron, PED <Aaron.Rodriguez2@state.nm.us>; Force, Kevin, PED <Kevin.Force@state.nm.us>; Mastalir, Dawn, PED <DawnE.Mastalir@state.nm.us>; Philip.Gludemonos@state.nm.us <Philip.Gludemonos@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; johnsena@state.nm.us <johnsena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning.

NM Public Education Department is already enlisting left-wing speakers to speak about CRT, Critical Race Theory, onto the teaching curriculum even before today's hearing. At least these people call it CRT, not like the PED who tries to hide it in a massive 122 page document.

Enough is enough for parents and grandparents of New Mexico who are being called lizards by MLG and other names when she is not agreed with. Arrogance is what today's meeting is about. Who cares what NM citizens and taxpayers care about?

Well, we do!!! The silent majority you all were hoping would keep our mouths shut.

We are against this 120 plus page attack on our great Country, our great State, our parents, our teachers, our local school boards.. We need and will request IPRA's Inspection of Public Records to see who is behind this push to destroy our great history, our great Country, our Great State.

Richard and Emilia Williams

[EXTERNAL]

Silvina Farmin <silvina.farmin@aps.edu>

Fri 11/12/2021 9:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a Social Studies teacher I urge you to keep the proposed changes to our Curriculum. I want to be able to teach American History from all perspectives and see my student's background and heritage reflected in such curriculum!

--

Silvina Torre Farmin M.A. Multicultural/TESOL Ed

She, Her, Ella

Social Studies/Estudios Sociales

Bilingual Advisory Committee /Community School Council/Discipline Committee/Equity Team

National Hispanic Honor Society

G.S.A. Co-sponsor/SAFE ZONE/*Crafty Dawgs/Dream Team*

Albuquerque High School

505-480-3651(c)

Room 513

 Coelho

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[EXTERNAL] Proposed Standards

Christopher Bruell <christopher.bruell@bc.edu>

Fri 11/12/2021 9:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Steinhaus, Kurt <k.steinhaus@laschools.net>

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The proposed standard for kindergarten children (to have them identify themselves as belonging to some group or other) shows appalling ignorance of what the early childhood experience should be and also incidentally of the principles that have held our multi-ethnic country together for so long. Children should have the experience of approaching one another on the basis of our common humanity and of learning to discriminate among their fellows on the basis of the distinctions that really count: which children are fair, which are kind, which are generous, etc. and which display the opposite qualities of dishonesty, cruelty and so forth. These distinctions transcend the matter of group identity and thus reinforce the children's sense of our common humanity. The proposed "group identifying" blunts the opportunity for children to have this experience so essential to their future lives by telling them, in effect, that the only thing that matters is the group to which one belongs and at the same time a wholly abstract and necessarily ineffective "tolerance" of all groups and group membership as such. No development or proposal that has come to our attention in recent years could be more harmful to the country and to the children themselves than this one.

Christopher Bruell

Professor Emeritus of Political Science

[EXTERNAL] Policy changes to be discussed 11/12

gingerw65 <gingerw65@gmail.com>

Fri 11/12/2021 9:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have always supported the public school system. I still do now for my grandchildren & my TAXES! If you wish to curtail input from parents & all taxpayers concerning our children's curriculum or the ability to replace substandard administrators then perhaps we should stop funding these public schools! Teaching our children that somehow their skin color makes them different or lesser is racism! All children need to be respected & taught to love & respect each other. New Mexico is a state of "united cultures"! To teach that any one culture is less or more is wrong!

If you take my tax dollars, you will take my input & let we the people decide what to teach our children. If you take my tax dollars, you will take my input & let we the people decide who is in our school administration & when they need to go.

[EXTERNAL] PED SS feedback

SEAN CALLAN <spcallan@msn.com>

Fri 11/12/2021 9:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Teach the truth no matter whose feelings get hurt.

[EXTERNAL] Social Studies Curriculum Public Comment

Deidre Patel <deidre.patel@gccs.k12.nm.us>

Fri 11/12/2021 9:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The Social Studies Department of Grants High School is composed of educators of diverse backgrounds and experience levels within the public education system. The educators of this group have reviewed the proposed standards in their respective subject areas and also considered the overall impact the proposals would have from a classroom perspective to a department-wide perspective.

The notification of proposed standards lacked timely and transparent communication. To ask for quality educator feedback while coming back from a pandemic year, with strenuous workloads and unusual conditions within such a short time-frame is not being respectful of our time and expertise level. It also begs the question of whether our feedback is truly valued.

From an operational/department-wide perspective it is important for the NMPED to recognize the effective date of the proposed curriculum is not in step with the adoption cycle of Social Studies textbooks. The proposed curriculum would be effective at the start of the 2022 school year, with the new textbooks arriving at the start of the 2024 school year. Educators will be left to find all of their own materials and lack the essential written materials for student reading. Such a short adoption period will pose significant difficulties for the development of scope and sequence that can be actively implemented in the classroom while at the same time searching for materials.

From an educational/standards perspective, the Educators questioned why the existing standards were not simply improved upon rather than eliminating standards that provided a fairly decent path for instruction of information. The existing curriculum was a great starting point to further develop. If the intent of redesigning the standards is to teach all perspectives of history and those events, the attempt has failed. The existing standards require teachers to teach ALL perspectives of groups involved, while the proposed standards focus only upon specific groups. That is not the way history should be taught nor studied. Such standards will pit student against student, parent against parent and cause many issues for the Educators. Educators who are new to the profession and may lack the background will be unable to teach the proposed standards as they are too vague and lack sufficient scaffolding. This will force textbook teaching, except there are no textbooks. The current standards have a scaffolding and flow that allow for implementation by Educators at all levels of experience and expertise. Not all Districts were aware or included in the invitation to participate in this process. The map of Districts represented clearly shows a lack of participation from all Districts and therefore a lack of the diverse viewpoints in the State.

The proposed standards lack consistency between subjects, some are too vague while others are far too detailed. The World History standards are not developed in the same manner as the other subject matters. While some of the standards look great on paper, they are too "lofty". There is no structure within the standards to reach those ideals. If we are going to adopt new standards, why not adopt the Advanced Placement CED for subject matter.

As for the proposed Government/Civics standards, the previous standards were not the best, but improvement was possible with some concrete direction and specific topics and documents for primary and secondary. Shifting from a focus on the US Government to “Civics” is part of why the proposed standards have become so “fluffy” and obtuse. The proposed standards are overly vague and filled with “fluffy” language that provides little if any guidance (ie: principles, documents, etc.). These standards make the assumption that students have the appropriate foundation in the US Government and the Constitution. Specifically, 9-12 CIV.25-.27 are so vague that it could lead to Educator avoidance or dominance of the subject matter. While these standards look great, there is no foundation to teach from - it is wide-open to interpretation.

The Economics standards are all encompassing, all micro and macro details that are important to Economics. The concern in this area is that the proposed standards are written as facts, when in a number of instances there is room for student evaluation. The proposed standards simply teach students WHAT to think, not HOW to think. Student ability to think critically is already on life support. Educators struggle to develop students that are unable to think critically, these standards will exacerbate this student weakness from earlier ages and further debilitate our students in their future endeavors.

The proposed US History standards change the time period for instruction significantly, from Reconstruction forward to colonization forward. That is a significant change. The proposed standards are clearly taught from one perspective (the “victim”), this effectively implements the teaching of critical race theory in classrooms. The proposed standards are redacting historical events and that does not constitute teaching history. For example, 9-10.US.55-.68 - “Identify the ways gender and sexuality were changing and unchanged during the 19th century.” Would it not be important to teach the various efforts undertaken during the Reconstruction period to put the torn and divided country back together? Instead our Educators will be focused on teaching sexuality changes. In addition, the immigration standards are too vague - US.55 “Examine immigration policy in the US over time”, rather than examining the various “waves” of immigration, the causes and the impacts. US.56 requires students to evaluate what an efficient, equitable, and just economic system would look like without students knowing what an economic system is or what actual economic events took place during the specific time periods. While this is a good overall idea of what adults should be able to consider, there is no true scaffolding at the primary and early secondary levels to support the execution of these standards.

In conclusion, while the department does not support the proposed standards, it does strongly support enhancing standards to improve the overall education of our students. It would have been beneficial to work with existing standards, enhancing and addressing deficiencies rather than totally reinvent or borrow from other sources.

[EXTERNAL] Comment on Social Studies

Richard Ferrary <golferbuds@gmail.com>

Fri 11/12/2021 9:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am in my 70s and feel like I got a great education. I remember going to the library encyclopedia and realizing how out-of-date they were even back then in a pretty wealthy community. I would have assumed all that was over with the web. I now know I am wrong.

It is more important than ever that kids be taught and given the opportunity to learn about "Social Studies" in today's world and reality. I fully support the proposed updates to the curriculum for our students. In fact, to not do this ASAP is a disservice to them!

Thank you for the opportunity to comment.

Richard Ferrary
Las Cruces resident since 1999

Sent from my iPhone

[EXTERNAL] Social Studies Standards Comment

Daisy Askey <daskey@bsin.k12.nm.us>

Fri 11/12/2021 9:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Comment on History Standards, especially US and World History Fall 2021

To Whom it May Concern,

As a teacher in New Mexico who has taught for over 10 years, I am deeply concerned about these standards. I whole-heartedly support a retooling of the standards, but this overhaul will make both teaching and learning harder for teachers and students. First, my number one concern is that the US history standards are way too much to teach in one school year. I already teach US history to juniors and teaching "just" Reconstruction-Present is too much already. Students already say the pacing is too fast, they never have time to learn anything, and it is overwhelming the amount of material we have to cover. More is not better.

I absolutely believe in the value of history, but adding more to an already over-full curriculum is not the solution. It is not better. We should be able to focus more and go more in-depth on what we are already teaching. Skimming the surface of the entire history of the United States will not help students learn more. There is value in being able to focus on and learn topics at a slower pace. We should trust that 8th grade US history is being taught and taught well, and therefore this division of curriculum into early and later US history between 8th and 11th grade has always made the most sense to me, and 8th graders shouldn't have to race to cover more content either. Only AP classes should be forced to teach US history at breakneck speed.

I already have trouble teaching anything after the Vietnam War as there just isn't time in the school year, especially when we keep adding standardized testing for its own sake. Adding in an entire half of the curriculum to cover in the same amount of time would be detrimental to my teaching and my students' learning. New Mexico already has an incredible teacher shortage. Do we want to add to it by driving out teachers like me who want to be here because the requirements are not in any realm possible to meet? The world history standards look just as bad, if not worse, though they look less complete.

Again, more is not better. More content is not better content. I appreciate the details of the post WW2 era, and I would want to teach that, but if I have to teach all of US history to that point, I will never get to it. There just isn't time.

Our students already have trouble keeping up, learning, and being motivated. Adding more to their plates as well as to mine would not help anyone learn better history. Yes, we need to teach history better in this state as well as in most states at this time. More is not better. More content is not the solution. Skimming the surface would not allow for studies of multiple perspectives, as the standards indicate is important, and I agree. This would be impossible when covering twice the content in the same amount of time.

Thank you for your time, Daisy Askey

[EXTERNAL] Fwd: New social studies curriculum

Louise Kahn <lbkahn55@gmail.com>

Fri 11/12/2021 9:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I support the new social studies curriculum, as it will help our state's children and future leaders to move forward with a better understanding of our past in order to create a more equitable future for all New Mexicans.

To suggest that this is teaching Critical Race Theory is ridiculous and deeply insulting to those whose histories have been erased or seen as less important since the advent of public education. Otherwise, we are teaching hypocritical race theory.

Sincerely,

Louise Kahn, MSN, MA, RN
Albuquerque

[EXTERNAL]

Silvina Farmin <silvina.farmin@aps.edu>

Fri 11/12/2021 9:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a Social Studies teacher I urge you to keep the proposed changes to our Curriculum. I want to be able to teach American History from all perspectives and see my student's background and heritage reflected in such curriculum!

--

Silvina Torre Farmin M.A. Multicultural/TESOL Ed

She, Her, Ella

Social Studies/Estudios Sociales

Bilingual Advisory Committee /Community School Council/Discipline Committee/Equity Team

National Hispanic Honor Society

G.S.A. Co-sponsor/SAFE ZONE/*Crafty Dawgs/Dream Team*

Albuquerque High School

505-480-3651(c)

Room 513

 Coelho

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[EXTERNAL] Repeal and Replace: 6.29.11 NMAC, Social Studies

Diana Pinkston <diana@dlenm.org>

Fri 11/12/2021 9:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED,

I am writing to fervently ask you to continue with your efforts to repeal and replace 6.29.11 NMAC, Social Studies to be inclusive of all New Mexican students, their families and communities. The time is now to stand against any effort to keep our state from moving forward in a constructive and affirming manner. Social studies is the study of the history, organization and realities of our human experience - how can we not use an inclusive lens as we teach our students to be engaged, powerful members of our state and country?

Thank you for your dedication to all the students of New Mexico!

--

Diana Pinkston-Stewart

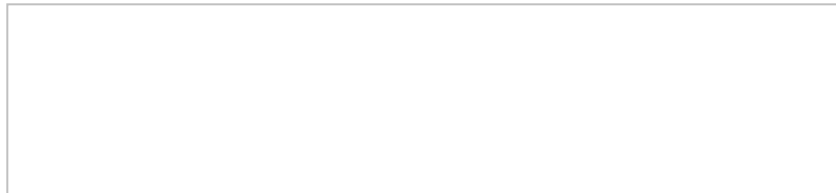
she/her/ella

DLeNM GLAD® Program Coordinator

diana@dlenm.org

505.259.4829 (cell)

505.243.0648 (work)



[For more information about DLeNM and Project GLAD® click here!](#)

[EXTERNAL] Personal Finance Graduation Requirement

Luke Sanchez <980050179@aps.edu>

Fri 11/12/2021 9:59 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello, my name is Luke Sanchez and I am a student in the 12th grade at Sandia High School. I am taking a personal finance class following the Ramsey Classroom textbook, and my teacher is Mrs. Wilson.

I would recommend making personal finance a required course for high school students. Personal finance is something that nobody can avoid in life, even people who aren't really into money and possessions. People have health emergencies, career plans/goals, and every day things that require money. When I first started this class I really wasn't sure if I was going to learn anything that would be useful, but I would say that every little thing I have learned so far this semester is something that will be useful in the future, and right now. My favorite topics we have gone over are budgeting, how to plan (and save) for purchases like cars, college, and mortgage.

I have been given helpful strategies and options to stay out of debt as much as possible, and be comfortable with my finances. I do believe that if people were informed about the same things I have been in this class that New Mexico as a state would benefit. It is simply arming citizens with the weapons needed to live a comfortable life and give to those less fortunate.

Thank you,
God Bless

[EXTERNAL] Re: New Mexico Social Studies Standardd

Sue Joiner <sjoiner@firstuccabq.org>

Fri 11/12/2021 9:59 AM

To: martha.phillips55@gmail.com <martha.phillips55@gmail.com>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you very much!

Get [Outlook for iOS](#)

From: martha.phillips55@gmail.com <martha.phillips55@gmail.com>

Sent: Friday, November 12, 2021 9:25:03 AM

To: rule.feedback@state.nm.us <rule.feedback@state.nm.us>

Cc: Sue Joiner <sjoiner@firstuccabq.org>

Subject: New Mexico Social Studies Standardd

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena:

We are writing in support of the draft New Mexico social studies standards, 6.29.11 NMAC, Social Studies, for New Mexico public education schools (K-12).

First Congregational Church of Albuquerque (United Church of Christ) established a Racial Justice Team in 2020, shortly after the murder of George Floyd by a police officer in Minneapolis. Our church has since held events in support of the Black Lives Matter movement. We have also engaged in study and education of our members on issues of racial justice, and have held discussions of racial justice with other churches of the UCC Southwest conference, which includes the states of New Mexico and Arizona, as well as the El Paso area.

In reviewing the draft NM social studies standards, we asked ourselves, do these standards, as revised, contribute to the furthering of education for racial justice in New Mexico? We have concluded that they do. Specifically,

- We are pleased to see that there are numerous anchor standards and performance standards at all grade levels that specifically refer to the history, civics, geography, and economics of Black, Indigenous, and other people of color, as well as to people of Hispanic origin.
- We were pleased to note that one of the high school history performance standards is to "Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous

peoples, regional, racial, ethnic, class, and gender." We hope that perspectives of diverse groups will be included throughout the teaching of social studies.

- We are especially pleased to see that there is a separate content area that deals with Ethnic, Cultural, and Identity Studies, especially at the high school level.
- We are also encouraged to see that the high school U.S. history standards include very recent events, such as contemporary civil rights struggles, the pandemic (compared to the AIDS epidemic and the influenza epidemic), anti-immigrant sentiment, climate disruption, and gun violence.
- As an open and affirming church, we are pleased to see that there are performance standards at the high school level related to LGBTQIA+ people.
- We think that the Inquiry standards are essential to thinking about all aspects of human activity.

We commend the people who worked to create these revised standards, and we urge the Public Education Department to adopt these standards and to move forward with their implementation.

Sincerely,
Rev. Sue Joiner, Pastor

Martha Phillips, Chair,
Racial Justice Team

First Congregational United Church of Christ
2801 Lomas Boulevard NE
Albuquerque, NM 87106

Sent from my iPhone

[EXTERNAL] Re: New Mexico Social Studies Standardd

Sue Joiner <sjoiner@firstuccabq.org>

Fri 11/12/2021 9:59 AM

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Thank you very much!

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Sincerely,
Rev. Sue Joiner, Pastor

Martha Phillips, Chair,
Racial Justice Team

First Congregational United Church of Christ
2801 Lomas Boulevard NE
Albuquerque, NM 87106

Sent from my iPhone

[EXTERNAL] please adopt proposed Social Studies Standards

Alan Wagman <avramwagman@gmail.com>

Fri 11/12/2021 10:01 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have been reviewing the proposed draft Social Studies Standards. I only wish these standards had been in place when I was a child. They outline a much fairer and accurate picture of what this country has been, is, and can be than what I learned. Please adopt the proposed standards.

Thank you,

((Alan Wagman)) he/him <avramwagman@gmail.com>

"In the end, we will remember not the words of our enemies, but the silence of our friends." -- MLK, Jr.

[EXTERNAL] Support for History Curriculum

Alexia Castillo <alexia0531@icloud.com>

Fri 11/12/2021 10:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I support and want to be prt of the change. We are in the 21st Century and we are learning just the minimum. We have to opened mind. Things are different compared to 200 years back.

Sent from my iPhone

[EXTERNAL] Youth driven non-profit supports the new Social Studies Standards for NM

LAB Radio Hour <lablearningactionbuffet@gmail.com>

Fri 11/12/2021 10:03 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 12, 2021

On behalf of the LAB Learning Action Buffet, we want to express our full support for the new Social Studies Standards. Our Youth Voice Matters Project team is comprised of current and former students in NM. The new standards reflect the changes that youth and young people in NM have been requesting for decades. They're more inclusive of all the racial and ethnic groups in our state and all students will be able to see themselves represented in the new standards. Many stories/historical truths were untold and excluded previously so these standards are a positive step in addressing this void. Thank you for considering our input.

Sincerely,

Annie Quintana (former student), *Kat Trujillo* (former student), *Kiara Banka* (current student), *Carmen Bell* (current student), *Andres Uribe* (current student), *Olga Chavez*, *Michelle Valverde*, *Lamaia Vaughn*
The LAB Learning Action Buffet; a non-profit organization in Las Cruces focused on youth leadership development through art, communication, and action.

[EXTERNAL] Supporting Asian American Studies!

Ana Bhandari <ana@nmafc.org>

Fri 11/12/2021 10:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

My name is Ana Bhandari. I am writing in support of Asian American Studies, Ethnic Studies, and Critical Race Theory in the proposed PED Social Studies Standards/Curriculum. As an Asian American who received her education through the APS system I was not exposed to my own community's history, cultures/values, struggles and contributions. Having an accurate account of U.S. history, including the studies of Asian American and other race/ethnicity and the historical impact of laws and practices that have created systemic oppression of Asian Americans, and People of Color in America is necessary to create a culture that acknowledges the historical racial injustices that have existed and continue to exist within our country. New Mexico is a majority-minority state. More than ever, this is overdue for NM to have such Social Studies standards and curriculum that include Asian American Studies, Ethnic Studies, and Critical Race Theory.

With Gratitude,

Ana



Ana Bhandari

Youth Coordinator, New Mexico Asian Family Center

Pronouns: she, her, hers

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[EXTERNAL] Personal Finance

Linda Wilson <ljwilson49@gmail.com>

Fri 11/12/2021 10:04 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I have been teaching a personal finance course for the past 6 years, and I believe it is the most important class I teach.

Please add Personal Finance standards to the Social Studies curriculum and make it a mandatory requirement for high school graduation in New Mexico. Our students deserve it.

Thank you for your consideration in this matter.

Sincerely,

Linda Wilson
505-264-2389

Sent from my iPhone

[EXTERNAL] CRT Education

Cheryl Huppertz <cahuppe@gmail.com>

Fri 11/12/2021 10:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED Administrators,

Please DO NOT include Critical Race Theory into our public education system. Public schools are already suffering from students withdrawing to charter schools, private schools, and homeschooling. I believe that if this curriculum is forced into our schools, you will lose more students in public education.

CRT will cause more hate and racial division. Young children have no prejudices, they are taught. The focus needs to be on the progress the US has made in racial justice and that it needs to continue to do so.

New Mexico is already at the bottom in education in our country. Let's get back to the basics of reading, writing, and arithmetic. Our children are graduating illiterate or not graduating at all. Include more vocational classes.

This will also alienate school boards that do not agree with CRT.

Thank you.

Cheryl Huppertz
573-7916

[EXTERNAL] Social Studies Curriculum

clandde <clandde@gmail.com>

Fri 11/12/2021 10:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please avoid teaching CRT, sex ed and other topics that divert from the 1776 Project in the Social Studies curriculum for New Mexico students.

Dorothy and Charles Miller
68 Meadowlark Lane,
Edgewood NM 87015

Sent from my Verizon, Samsung Galaxy smartphone

[EXTERNAL] Please see attached letter

Stephanie Becker <sbecker@abhs.k12.nm.us>

Fri 11/12/2021 10:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (70 KB)

Social Studies standards letter to Sena.2021.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you,
Stephanie

--

Stephanie G. Becker, Ph.D.
Executive Director/Principal
Amy Biehl High School
office/ 505-299-9409
cell/ 505-306-0763

Preferred gender pronouns: she, her, hers

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AMY BIEHL HIGH SCHOOL

COURAGE | SCHOLARSHIP | COMMUNITY
123 4th Street SW, Albuquerque, NM 87102 Ph: 299-9409

November 12, 2021

Mr. John Sena
Policy Director
NMPED
300 Don Gaspar, Rm 121
Santa Fe, NM 87501

Dear Mr. Sena,

I am Stephanie Graham Becker, the Executive Director of Amy Biehl Charter High School in downtown Albuquerque. Before holding this position, I was a Civics instructor for many years and today's hearing along with the outcome of the proposed update to the NM Social Studies Standards is monumental for the state of New Mexico and its students. Including Ethnic, Cultural, and Identity Studies is vital for all students; also, allowing students to pursue the Inquiry strand will foster better reflective and critical thinking skills across the grade levels.

Equity is not just a term or a concept in education; it must involve action. For nearly 20 years ABHS students have been engaged in a robust Humanities curriculum called *Facing History and Ourselves* (www.facinghistory.org) where we are tasked with exploring our own identities and others' cultural and ethnic histories. We must look at where othering and dehumanization led to the atrocities in history so that we can interrupt the cycle of violence to marginalized communities. It is focused on our role in history and what kind of participants we can be. Will we be bystanders or upstanders? The new standards that New Mexico proposes are intricately linked to these discussions. Our students report that they are better community members, more attuned to the needs of those who are at the margins of society, and ready to make a difference in the lives of others.

Suffice to say that I support these new standards wholeheartedly as they are reflective beginning in elementary school and moving through 12th grade; being able to connect and develop one's identity is crucial as young people develop. Adding the inquiry standards furthermore provides the opportunity to increase their capacity for critical thinking as they mature in their educational careers. Once students can begin to identify biases employing primary and secondary sources, they are able to competently develop their own views and make vital connections to events in their communities, the state, the nation, and the world.

These standards significantly improve the current standards as they increase rigor and allow for inclusion of all. I again repeat my passionate support of these standards and enthusiastically imagine supporting our school and others in the implementation of them in the future.

Sincerely,

Stephanie Graham Becker, Ph.D.
Executive Director, ABHS

[EXTERNAL] in support of changes to social studies standards

Nancy O'Donohue <nancy@lakeshorehealing.com>

Fri 11/12/2021 10:11 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Gentlepersons: I have read the N.M. GOP's objections to the proposed social studies standards.

To call the "systemic racism" in our country a false theology is naive and racist in itself. Systemic Racism exists and must be countered with education. You need look no further than US Congressman Goshen's video of killing another Congressperson.

I support the new standards!

Nancy O'Donohue
Tutor - NFSH - The Healing Trust
nancy@lakeshorehealing.com
269-929-6796

[EXTERNAL] RE Teaching Critical Race Theory

Daniel Castillo <dcastillo54@yahoo.com>

Fri 11/12/2021 10:12 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Our New Mexico Public Education Department:

I am a former history and government teacher in the Santa Fe Public Schools. Do not change our Social Studies Standards and allow Critical Race Theory to be the paradigm by which we teach our children and young people history and government. This ideology is false and is promoted to facilitate socialist income distribution and special rights instead of equal rights in our society! Those of you who implement this divisive and false historical narrative and and false attack upon our institutions will lose your jobs when CRT supporters are voted out of office, just as happened recently in Virginia! Do not allow the politicization of our education and the manipulation of our children and young people! It is a disservice and danger to them and to our nation. CRT is a lie that pronounces our nation racist and discriminatory! It divides our youth into racial and gender categories and unjustly shames or radicalizes them! Yes, we have to teach U.S. history and government without glossing over our nation's wrongs and faults, but there is much that is positive in our history and our government! Please stand up for the truth! Mr. Daniel Castillo, Former History Teacher at Santa Fe High and History and Government Teacher at Tierra Encantada Charter School

[EXTERNAL] Student Feedback

Adán U. Veleta <a.v240@icloud.com>

Fri 11/12/2021 10:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good morning,

I am a student in Albuquerque High School, and I would personally like for the state to approve the new history Curriculum.

Thank you

[EXTERNAL] STOP CRT

Hutchcma <hutchcma@yahoo.com>

Fri 11/12/2021 10:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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STOP CRT		
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[EXTERNAL] Proposed Social Studies Standards

Jamie Patterson <silverjamie11@hotmail.com>

Fri 11/12/2021 10:31 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 12, 2021

To Whom It May Concern,

Thank you for the opportunity to comment on the proposed Social Studies curriculum standards. Please consider the following revisions during the editing process.

Elementary: Please look at this vertically. Does the sequencing align from one grade level to the next?

Revisions to consider to proposed Social Studies standards

6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:

A. Civics.

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

(b) identifying authority figures and describing their roles. **(Add)- What does it mean to be a good citizen?**

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

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

D. History.

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

E. Ethnic, cultural, and identity standards.

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

(f) describing their family history, culture, and past to current contributions of people in their main identity groups. **(how do you do this? Consider rewriting for clarity).**

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 (parents, teachers, police officers, etc.).

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation (clarify the meaning of reconciliation or provided examples in a supplemental document to support teachers) 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 (about what?); and

(3) The student shall demonstrate an understanding of critical consciousness (what is the definition of this in first grade?) 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:

(b) explaining how student and individual identities (what is the difference?) are part of what makes each person unique and special.

(3) The student shall demonstrate an understanding of community equity building (what does this look like?) by investigating how people work together to accomplish a common task, and how working together benefits and challenges (define) people.

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).

(move to 3rd grade)

- (2) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
 - (b) examining and comparing the American democratic principles to neighboring countries. (is this appropriate for 2nd grade? If so, what does it look like?)

(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. (same as first?)

C. Geography.

(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~~ (too specific; maybe consider something like this 'explain why people move from one place to another) in chronological order.

D. History.

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

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~~ (while being respectful to others)

(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.~~ (one's self)

6.29.11.11 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR THIRD GRADE:

A. Civics.

(f) comparing currency, ~~credit, debit, and checks~~ (remove) in the United States to other world money systems.

C. Geography.

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

(a) explaining how physical and cultural characteristics (same as 3a) 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

(c) analyzing the movement of indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US. (move to 4th grade)

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~~ (while being respectful of others)

6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FOURTH GRADE:

A. Civics.

(2) The student shall demonstrate an understanding of civic dispositions and democratic principles by: (where do local and state leaders belong?)

6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR FIFTH GRADE:

A. Civics.

- (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 (identify Democratic principles; add Constitution)

D. History.

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

(b) identifying the beliefs, experiences, perspectives, and values that form points of view about civic issues. (be more specific)

E. **Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:

(2) explaining how groups of people are treated today and in the past is a part of what makes them who they are. (clarify)

Middle School: There are a lot of standards at all three levels. Is there a way to scale this back a bit? Please consider the 180 day timeframe and how standards will be measured. Consider applying the same standards to each theme?

6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR SIXTH GRADE:

D. History.

(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.

Period of time to teach should end at Middle Ages

E. Ethnic, cultural, and identity standards.

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

(b) describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and Middle Eastern societies during the classical period. (move above to history)

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 (people or institution?) 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;

(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 (what does this look like? It is measurable) how the policies of the Spanish monarchy in New Spain interacted with other societies in the region; and

(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 (which system of government?)

B. Economics.

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

(f) using primary and secondary sources (examples?) 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 (examples?) to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during the Spanish colonial period; and

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; (is this necessary?)

(d) using paper and digital maps to ask and answer geographical questions about New Mexico and the southwest region; (Consider: use geographic tools to ask and answer questions about New Mexico and the southwest region. Or, just say maps- you may not need to distinguish the type of map)

(3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

(b) describing how environmental events affect human activities and resources; (what about adaptation to environment?)

(h) interpreting (analyzing) the cultural differences between Spaniards and indigenous peoples;

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (k) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession (such as trade routes, railroad, military posts); and
- (3) The student shall demonstrate an understanding of historical thinking by:
- (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; (are both necessary? Consider removing this.)

E. Ethnic, cultural, and identity standards. The student shall demonstrate an understanding of diversity and identity by:

(14) developing a claim about (change to analyze) the extent to which identity can be modified by personal choice or external forces; and

Eighth Grade:

There are many times in the standards when a specific strategy must be applied- Consider leaving the strategy up to the district or individual teacher. Focus on the concept that you want mastered at the end of the learning. Consider adding a standard to each theme that grounds the content:

For example:

Explain significant events that took place during of the American Revolution.

Identify the ways in which diverse groups of people participated in or experienced the American Revolution.

6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE: _

A. Civics.

- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (b) citing specific examples of precedents established in the early republic that impact American

lives today.

(Add) Explain how government policies were managed in the 1800s..

(Add) Explain the basic structure of American government by analyzing the US Constitution.

- (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by ~~investigating~~ comparing (add) 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:

(b) ~~identifying and~~ explain the economic, social, and cultural differences between the north and the south.

(3) The student shall demonstrate an understanding of economic systems and models by drawing diagrams or making models to illustrate (explain or analyze) 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

(add) Examine the policies set due to the war outcome.

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; (does this belong in 7th grade?)

(e) ~~making personal connections~~ (not written as a standard), compare to immigration stories and experiences in the past and present.

- (2) The student shall demonstrate an understanding of causes and consequences by:

(i) generating research questions, brainstorming sources, and gathering evidence to evaluate a claim about the significance of the battle of Glorietta Pass in the western campaign of the American civil war, also known as “la guerra civil Estadounidense”, and ~~(Replace with- Evaluate the important battles and events of the Civil War.)~~

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

(a) drawing a diagram or making a model ~~(explain or create oral history)~~ 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. ~~(other revolutions?)~~

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. (add)~~ through primary and secondary source documents.

(2) The student shall demonstrate an understanding of identity in history by:

(e) describing immigrant and emigrant groups according to gender composition ~~and develop a claim~~ regarding the impact that gender proportionality or disproportionality had on immigrant or emigrant community’s culture;

~~(add)~~ Examine what different groups experienced during Westward Expansion.

~~(add)~~ Explain how different identity groups experienced the Civil War and make connections to the present.

(h) ~~using an artistic medium or multimedia project to describe the contemporary and current~~ significance of Juneteenth ~~(Let the teacher decide how to do this)~~

F. Inquiry.

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

(a) describing ~~(identifying)~~ 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;

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

(e) applying geographic knowledge and geospatial skills to interpret the past and present to make informed decisions. ~~(decisions about what?)~~

(c) ~~identifying, defining, and (remove)~~ 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 (remove)~~ 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 (remove)~~ the causes, characteristics, and impact of diffusion to include ~~(add)~~: the spread of ideas, beliefs, cultural practices, traits, language, artifacts, methods, technologies, and diseases across space and over time;

(c) ~~describing, analyzing, and (remove)~~ comparing how human systems, perceptions, and identities shape places and regions over time;

(d) ~~analyzing and predicting (remove)~~ how location, place, and region impact the evolution of human perspectives and identities;

(e) ~~identifying, (remove) evaluating, and predicting (remove)~~ how particular historical events and developments shape human processes and systems in a given place or region over time; and

(4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:

(a) making reasoned ethical judgements ~~(how is this measured?)~~ about people, places, events, phenomena, ideas, or developments, and determining appropriate ways to respond;

6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO HISTORY:

B. Economics.

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

(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 (change to- Explain how the activities of the federal government during WWII and the Cold War influenced our current economy.)~~

(d) ~~identifying (change)~~ the main sources of income for tribes.

(e) ~~Identify what makes New Mexico a good location for the space industry. (Replace with- Explain incentives offered by New Mexico that attract various industries.)~~

D. History.

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

~~(d) explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;~~
(remove)-

(g) ~~demonstrating contextualization and interpretation of~~ (Replace with- Explain) key events (Add- and identify major figures) that took place within Native American (change to- various) communities during the civil rights era.

(2) The student shall demonstrate an understanding of causes and consequences by:

(c) ~~probing the beginnings of~~ (Evaluate) the Native American boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad;

(f) ~~demonstrating historical causation by using multiple perspectives to conduct historical analysis of the civil rights era in New Mexico.~~ (Replace with- Analyze the Civil Rights era and impact in New Mexico.)-

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

(a) ~~determining~~ (add) Explain 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~~ (Replace with- Create) 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;
(very specific)

(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;~~ (Replace with- Explain the importance of Los Alamos and Sandia Labs during the Cold War and today)

(e) using multiple perspectives to conduct historical analysis of (Replace with- Analyze) how water management has changed over the centuries in New Mexico; and

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

(a) examining (Replace with- Evaluate) the different perspectives from the peoples of New Mexico, and the United States at the time of annexation;

(b) dissecting (Replace with- analyze) the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document;

(c) determining (add) Examine 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. (Replace with- Discuss important historical sites that contribute to New Mexico's culture.)

(5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:

(a) examining (Replace with- Explain) 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 (Analyze) 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;

(f) demonstrating interpretation of critical changes in New Mexico's segregation laws. (Replace with- Explain how laws changed to end segregation.)

US History:

There are SO MANY standards. Please help teachers understand what will be required to teach in one school year- There is no way to do all of this in one year.

Language in the below standards suggest a specific activity be used while teaching the content. The choice of activity should be decided by the teacher.

9.12US 18

9.12US 19

9.12US 25

9.12US 115

9.12US 113
9.12US 118
9.12US 114
9.12US 133
9.12US 135
9.12US 141

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:
- (g) ~~comparing and contrasting global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with reconstruction;~~ (Remove, covered above)
 - (h) ~~examining~~ (Replace with- Analyze) 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; (Evaluate, what is the frame of reference? Would students know what a 'just economic system' is?)
 - (j) ~~examining contemporary labor struggles and populist movements in the United States and around the world;~~ (Remove, doesn't belong in US History)
 - (l) determining the effectiveness of post-colonial institutions in ameliorating the effects of colonial rule; (Confusing; consider removal)
 - ~~(o) determining the utility or futility of war;~~ (Remove)
 - (q) comparing and contrasting the conflict between traditionalism and modernity during this period with examples around the world, such as Weimar Germany; (Why is this in US History?)
 - (s) evaluating the impact of new deal programs and policies on diverse groups of people in America, ~~including African Americans and indigenous people;~~
 - (u) analyzing the similarities, differences, and connections between the racial social order in the United States and Germany during this period; (Redundant, not needed. This is covered in standards below)
 - (x) ~~examining the short- and long-term effects of CIA involvement in Latin America;~~ (Remove, unclear why this is in US History)
 - (y) analyzing the impact of red scare ideology on social movements and activists (Remove) in the United States;
 - (z) ~~researching and analyzing issues~~ (Add 'Explain the impact) 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; (vague, where would information come from?)
 - (hh) ~~analyzing the current state and health of American democracy and creating an action plan to protect American democracy; and~~ (Add 'Evaluate American principles of 1700s and today and see if they hold true to values in the Constitution')
 - (k) ~~describing~~ (Replace with- Evaluate) 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; (Remove specifics)
 - (p) ~~making connections among the important consequences of the industrial revolution;~~ (connections to what? Change to 'Evaluate')
Explain the significance of WWI (Consider adding)
 - (v) describing the multiple causes and consequences of the ~~global~~ (Add 'Great') depression of the 1930s;
 - (y) explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust; (overlap of world history)
 - (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 (Add 'Axis Powers');
 - (ee) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism (Redundant, consider removing);
 - (ff) ~~researching and analyzing~~ (Add 'Evaluate') 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;~~ (Change to 'Analyze fall of communism and the US reaction')

- (3) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (c) comparing and contrasting the short- and long-term causes and effects of settler colonialism versus classic colonialism; ~~(is this necessary?)~~
 - (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; (Remove- keep these open to additional narratives)~~
 - (g) explaining the causes and effects of this convergence on diverse people within the territories, indigenous peoples, enslaved Africans, ~~people on the borderlands, immigrants; (Remove, redundant)~~
 - (k) identifying the ways in which diverse groups of people participated in the civil war; ~~including women and African Americans; (Remove, redundant)~~
 - (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; ~~(Separate after 'civil war' to make 2)~~
- Need a standard for causes and effects of American Imperialism ~~(consider adding)~~
- (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; (Change to- Examine diverse perspectives and the roles people played during WWI.-~~
 - (aa) examining the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico; ~~(Why is this here? The focus should be on Mexican Americans, repatriation)~~
 - (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; (Add ' in America)-~~
 - (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 ~~(Add 'in the US');~~
 - (ee) analyzing the impact of the Vietnam war on the Vietnamese people and on the United States; ~~(Redundant, consider removing)~~
 - (ff) exploring the impact of the cold war on indigenous peoples ~~around the world;(Remove)~~
 - (mm) creating an action plan for a more just and equitable America ~~for diverse groups of people including Native Americans and African Americans; and (Remove)-~~
 - (k) analyzing the role and conduct of the United States during ~~the war (Replace with- WWI);~~
 - (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; ~~(Replace with- 1. 'Evaluate social, political, economic changes in society between traditionalism and modernity. And 2. Evaluate social, political, economic changes between traditionalism and modernity through multiple perspectives.)~~
 - (m) summarizing the diplomatic and military policies on the war in Vietnam and the Korean War ~~(Add)~~ 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; ~~(Redundant, consider removing)~~
 - (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 George Bush Sr. and Jr. ~~(Add)~~ and the rise of the conservative movement in American politics;

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 (Remove- These are inquiry standards; this is a repeat)~~
- C. **Geography.**
- (1) The student shall demonstrate an understanding of location, place, and region by ~~analyzing and (Remove)~~ 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 (Remove)~~ explaining the causes, characteristics, and Evaluate ~~(Add this and make this another standard)~~ impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.
- 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; (**Break into 3 standards**)
- (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; (**This needs clarification. It is confusing**).
- (3) The student shall demonstrate an understanding of historical thinking by:
- (b) effectively using and integrating evidence from a variety of diverse sources to evaluate and develop historical claims (**add 'about historical events'**); and
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (c) ~~analyzing and~~ (**Remove**) 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~~ (**Remove**) sources of information relating to local, regional, and global problems, ~~and identify~~ (**Remove**) challenges and opportunities faced by those trying to address these problems;
 - (b) investigating ~~cultural and historical~~ (**Remove**) developments within societies with attention to culture (**add**), belief systems, ideologies, the arts, science, and technology; and
- E. Ethnic, cultural, and identity studies.** The student shall demonstrate an understanding of identity in history by:
- (2) examining the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups (over time) (**add**); and

Thank you for your time and consideration,

Jamie Patterson

Educator in the state of New Mexico

[EXTERNAL] Suggested rule changes

Joel Hutchinson <jhutchinson@lcps.net>

Fri 11/12/2021 10:40 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (59 KB)

Revisions to SS standards.docx;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

Please see attached document for suggested changes to the Social Studies standards.

*Joel Hutchinson
ELA 9-12 Content Specialist
Secretary's Teacher Advisory Alum
New Mexico Teacher Leader Network Alum
Teach Plus Alum
575-527-5866
jhutchinson@lcps.net*

*"The greatest risk to man is not that he aims too high and misses, but that he aims too low and hits."
Michelangelo*

Revisions to proposed Social Studies standards

6.29.11.8 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR KINDERGARTEN:

A. Civics.

(2) The student shall demonstrate an understanding of roles and responsibilities of a civic life by:
(b) identifying authority figures and describing their roles. (Add)- **What does it mean to be a good citizen?**

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

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

D. History.

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

E. Ethnic, cultural, and identity standards.

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

(f) describing their family history, culture, and past to current contributions of people in their main identity groups. (how do you do this?)

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 (parents, teachers, police officers, etc.).

D. History.

(1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation (clarify the meaning of 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 (about what?); and

(3) The student shall demonstrate an understanding of critical consciousness (what is the definition of this in first grade?) 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:

(b) explaining how student and individual identities (what is the difference?) are part of what makes each person unique and special.

(3) The student shall demonstrate an understanding of community equity building (what does this look like?) by investigating how people work together to accomplish a common task, and how working together benefits and challenges (define) people.

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). (move to 3rd grade)

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

(b) examining and comparing the American democratic principles to neighboring countries. (is this appropriate for 2nd grade? If so, what does it look like?)

(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. (same as first?)

C. Geography.

(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 (too specific; should sound like this 'explain why people move from one place to another) in chronological order.

D. History.

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

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 (while being respectful to)

(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. (one's self)

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

- A. Civics.**
- (f) comparing currency, ~~credit, debit, and checks~~ (remove) in the United States to other world money systems.
- C. Geography.**
- (2) The student shall demonstrate an understanding of location, place, and region by:
- (a) explaining how physical and cultural characteristics (same as 3a) 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
- (c) analyzing the movement of indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US. (move to 4th grade)
- 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 (COVID, war, exploration?).
- 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 (while being respectful of others)

6.29.11.12 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **FOURTH GRADE:**

- A. Civics.**
- (2) The student shall demonstrate an understanding of civic dispositions and democratic principles by: (where do local and state leaders belong?)
- C. Geography.**
- (1) The student shall demonstrate an understanding of geographic representations and reasoning by:
- (b) using a variety of maps, investigating and comparing how New Mexico's political boundaries have changed over time (e.g. Gadsden Purchase);

6.29.11.13 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **FIFTH GRADE:**

- A. Civics.**
- (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 (identify Democratic principles; add Constitution)
- (b) describing how inequity in the United States laid the foundation for conflict that continues today. (e.g. slavery, civil rights, women's rights, reservations)
- 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 (war, oil, revolution);
- D. History.**
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (b) identifying the beliefs, experiences, perspectives, and values that form points of view about civic issues. (be more specific)
- E. Ethnic, cultural, and identity standards.** The student shall demonstrate an understanding of diversity and identity by:
- (2) explaining how groups of people are treated today and in the past is a part of what makes them who they are. (clarify, doesn't make sense)

6.29.11.14 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR **SIXTH GRADE:**

- D. History.**
- (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. **Period of time to teach should end at Middle Ages**
- E. Ethnic, cultural, and identity standards.**
- (1) The student shall demonstrate an understanding of diversity and identity by:

(b) describing the interactions of religious and philosophical perspectives and explaining their impact on European, Asian, and Middle Eastern societies during the classical period. (move above to history)

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 (people or institution?) 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;
 - (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 (what does this look like?) how the policies of the Spanish monarchy in New Spain interacted with other societies in the region; and
 - (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 (which system of government?)

B. Economics.

- (1) The student shall demonstrate an understanding of economic decision-making by:
- (f) using primary and secondary sources (examples?) 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 (examples?) to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during the Spanish colonial period; and

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; (is this necessary?)
 - (d) using paper and digital maps (necessary?) to ask and answer geographical questions about New Mexico and the southwest region;
 - (3) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 - (b) describing how environmental events affect human activities and resources; (what about adaptation to environment?)
 - (h) interpreting (analyzing) the cultural differences between Spaniards and indigenous peoples;

D. History.

- (1) The student shall demonstrate an understanding of historical change, continuity, context, and reconciliation by:
- (k) evaluating the significance of short- and long-range trails throughout the lands gained in the Mexican cession (such as trade routes, railroad, military posts); and
 - (3) The student shall demonstrate an understanding of historical thinking by:
 - (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; (are both necessary?)

E. Ethnic, cultural, and identity standards. The student shall demonstrate an understanding of diversity and identity by:

- (14) developing a claim about (change to analyze) the extent to which identity can be modified by personal choice or external forces; and

6.29.11.16 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR EIGHTH GRADE:

A. Civics.

- (3) The student shall demonstrate an understanding of civic dispositions and democratic principles by:
- (b) citing specific examples of precedents established in the early republic that impact American lives today.
 - (Add) Explain how government policies were managed in the 1800s.
 - (Add) Explain the basic structure of American government by analyzing the US Constitution.
 - (4) The student shall demonstrate an understanding of roles and responsibilities of a civic life by investigating comparing (add) the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.

B. Economics.

- south.
- (1) The student shall demonstrate an understanding of economic decision-making by:
 - (b) ~~identifying and~~ explain the economic, social, and cultural differences between the north and the south.
 - (3) The student shall demonstrate an understanding of economic systems and models by ~~drawing diagrams or making models to illustrate~~ ~~(explain or analyze)~~ 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
~~(add) Examine the policies set due to the war outcome.~~

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;~~ ~~(does this belong in 7th grade?)~~
 - (e) ~~making personal connections~~ ~~(not written as a standard)~~, ~~compare~~ to immigration stories and experiences in the past and present.
- (2) The student shall demonstrate an understanding of causes and consequences by:
 - (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 ~~(Replace with – Evaluate the important battles and events of the Civil War.)~~
- (3) The student shall demonstrate an understanding of historical thinking by:
 - (a) ~~drawing a diagram or making a model~~ ~~(explain or create oral history)~~ 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. ~~(other revolutions?)~~

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.~~ ~~(add)~~ ~~through primary and secondary source documents.~~
- (2) The student shall demonstrate an understanding of identity in history by:
 - (e) describing immigrant and emigrant groups according to gender composition ~~and develop a claim~~ regarding the impact that gender proportionality or disproportionality had on immigrant or emigrant community’s culture;
 - ~~(add) Examine what different groups experienced during Westward Expansion.~~
 - ~~(add) Explain how different identity groups experienced the Civil War and make connections to the present.~~
 - (h) using an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth ~~and evaluate the perspective of all who participated.~~ ~~(add)~~

F. Inquiry.

- (5) The student shall demonstrate an understanding of taking informed action by:
 - (a) ~~describing~~ ~~(identifying)~~ 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;

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
 - (d) ~~interpreting geographic representations to evaluate and explain changes over time; and;~~ ~~(remove)~~
 - (e) applying geographic knowledge and geospatial skills to interpret the past and present to make informed decisions. ~~(decisions about what?)~~
 - (c) ~~identifying, defining, and~~ ~~(remove)~~ 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~~ ~~(remove)~~ 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~~ ~~(remove)~~ the causes, characteristics, and impact of diffusion ~~to include~~ ~~(add)~~: the spread of ideas, beliefs, cultural practices, traits, language, artifacts, methods, technologies, and diseases across space and over time;

- (c) ~~describing, analyzing, and~~ (remove) comparing how human systems, perceptions, and identities shape places and regions over time;
- (d) analyzing ~~and predicting~~ (remove) how location, place, and region impact the evolution of human perspectives and identities;
- (e) ~~identifying~~ (remove) evaluating, ~~and predicting~~ (remove) how particular historical events and developments shape human processes and systems in a given place or region over time; and
- (4) The student shall demonstrate an understanding of human-environmental interactions and sustainability by:
 - (a) ~~making reasoned ethical judgements~~ (how is this measured?) about people, places, events, phenomena, ideas, or developments, and determining appropriate ways to respond;

6.29.11.20 ANCHOR STANDARDS AND PERFORMANCE STANDARDS FOR HIGH SCHOOL NEW MEXICO

HISTORY:

B. Economics.

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

- (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~~ (change to- Explain how the activities of the federal government during WWII and the Cold War influenced our current economy.)
- (d) ~~identifying~~ (change) -the main sources of income for tribes.
- (e) ~~Identify what makes New Mexico a good location for the space industry.~~ (Replace with- Explain incentives offered by New Mexico that attract various industries.)

D. History.

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

- (d) ~~explaining how the Homestead Act of 1862 impacted the demographics of New Mexico;~~ (remove)
- (g) ~~demonstrating contextualization and interpretation of~~ (Replace with- Explain) key events (Add- and identify major figures) that took place within ~~Native American~~ (change to- various) communities during the civil rights era.
- (2) The student shall demonstrate an understanding of causes and consequences by:
 - (c) ~~probing the beginnings of~~ (Evaluate) the Native American boarding school system, and the ramifications that it had on indigenous communities in New Mexico and abroad;
 - (f) ~~demonstrating historical causation by using multiple perspectives to conduct historical analysis of the civil rights era in New Mexico.~~ (Replace with- Analyze the Civil Rights era and impact in New Mexico.)
- (3) The student shall demonstrate an understanding of historical thinking by:
 - (a) ~~determining~~ (add) Explain 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~~ (Replace with- Create) 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;~~ (very specific)
 - (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;~~ (Replace with- Explain the importance of Los Alamos and Sandia Labs during the Cold War and today)
 - (e) ~~using multiple perspectives to conduct historical analysis of~~ (Replace with- Analyze) how water management has changed over the centuries in New Mexico; and
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
 - (a) ~~examining~~ (Replace with- Evaluate) the different perspectives from the peoples of New Mexico, and the United States at the time of annexation;
 - (b) ~~dissecting~~ (Replace with- analyze) the treaty of Guadalupe Hidalgo, and evaluating how the different people of New Mexico were addressed and impacted by the document;
 - (c) ~~determining~~ (add) Examine 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.~~ (Replace with- Discuss important historical sites that contribute to New Mexico's culture.)
- (5) The student shall demonstrate an understanding of power dynamics, leadership, and agency by:
 - (a) ~~examining~~ (Replace with- Explain) 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 (Analyze)-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;

(f) demonstrating interpretation of critical changes in New Mexico's segregation laws. (Replace with Explain how laws changed to end segregation.)

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:

(g) comparing and contrasting global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with reconstruction. (Remove, covered above)

(h) examining (Replace with- Analyze) 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; (Evaluate, what is the frame of reference? Would students know what a 'just economic system' is?)

(j) examining contemporary labor struggles and populist movements in the United States and around the world; (Remove, doesn't belong in US History)

(l) determining the effectiveness of post-colonial institutions in ameliorating the effects of colonial rule; (Confusing; consider removal)

(o) determining the utility or futility of war; (Remove)

(q) comparing and contrasting the conflict between traditionalism and modernity during this period with examples around the world, such as Weimar Germany; (Why is this in US History?)

(s) evaluating the impact of new deal programs and policies on diverse groups of people in America, including African Americans and indigenous people;

(u) analyzing the similarities, differences, and connections between the racial social order in the United States and Germany during this period; (Redundant, not needed. This is covered in standards below).

(x) examining the short- and long-term effects of CIA involvement in Latin America; (Remove, unclear why this is in US History)

(y) analyzing the impact of red scare ideology on social movements and activists (Remove) in the United States;

(z) researching and analyzing issues (Add 'Explain the impact') 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; (vague, where would information come from?)

(hh) analyzing the current state and health of American democracy and creating an action plan to protect American democracy; and (Add 'Evaluate American principles of 1700s and today and see if they hold true to values in the Constitution')

(k) describing (Replace with- Evaluate) 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; (Remove specifics)

(p) making connections among the important consequences of the industrial revolution; (connections to what? Chnge to 'Evaluate')

Explain the significance of WWI (Consider adding)

(v) describing the multiple causes and consequences of the global (Add 'Great') depression of the 1930s;

(y) explaining the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the holocaust; (overlap of world history)

(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 (Add 'Axis Powers');

(ee) analyzing the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism (Redundant, consider removing);

(ff) researching and analyzing (Add 'Evaluate')- 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. (Change to 'Analyze fall of communism and the US reaction')

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

- (c) comparing and contrasting the short- and long-term causes and effects of settler colonialism versus classic colonialism; (Hard to understand, is this necessary?)
- (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; (Remove)
- (g) explaining the causes and effects of this convergence on diverse people within the territories, indigenous peoples, enslaved Africans, people on the borderlands, immigrants; (Remove, redundant)
- (k) identifying the ways in which diverse groups of people participated in the civil war, including women and African Americans; (Remove, redundant)
- (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; (Separate after 'civil war' to make 2)

Need a standard for causes and effects of American Imperialism (consider adding)

- (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; (Change to- Examine diverse perspectives and the roles people played during WWI.

(aa) examining the lives and experiences of Mexicans during the 1930s and the relationship of the United States to Mexico; (Why is this here? The focus should be on Mexican Americans, repatriation)

(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; (Add 'in America)

(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

(Add 'in the US');

(ee) analyzing the impact of the Vietnam war on the Vietnamese people and on the United States; (Redundant, consider removing)

(ff) exploring the impact of the cold war on indigenous peoples around the world; (Remove)

(mm) creating an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans; and (Remove)

(k) analyzing the role and conduct of the United States during the war; (Replace with- WWI);

(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; (Replace with- 1. 'Evaluate social, political, economic changes in society between traditionalism and modernity. And 2. Evaluate social, political, economic changes between traditionalism and modernity through multiple perspectives.)

(m) summarizing the diplomatic and military policies on the war in Vietnam and the Korean War (Add) 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; (Redundant, consider removing)

(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 George Bush Sr. and Jr. (Add) and the rise of the conservative movement in American politics;

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 (Remove- These are inquiry standards; this is a repeat)

C. **Geography.**

(1) The student shall demonstrate an understanding of location, place, and region by analyzing and (Remove) 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 (Remove) explaining the causes, characteristics, and Evaluate (Add this and make this another standard) impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.

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; (Break into 3 standards)
- (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; (This needs clarification. It is confusing).
- (3) The student shall demonstrate an understanding of historical thinking by:
- (b) effectively using and integrating evidence from a variety of diverse sources to evaluate and develop historical claims (add 'about historical events'); and
- (4) The student shall demonstrate an understanding of critical consciousness and perspectives by:
- (c) analyzing and (Remove) 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 (Remove) sources of information relating to local, regional, and global problems, and identify (Remove) challenges and opportunities faced by those trying to address these problems;
- (b) investigating cultural and historical (Remove) developments within societies with attention to culture (add), belief systems, ideologies, the arts, science, and technology; and
- E. **Ethnic, cultural, and identity studies.** The student shall demonstrate an understanding of identity in history by:
- (2) examining the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups (over time) (add); and

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.

[EXTERNAL] Please read as I want my voice to be heard. Thank you RPNM

Jean Tru <elona.trujillo3@gmail.com>

Fri 11/12/2021 10:43 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My message is simple I do not want CRT taught to my child or any child because it is wrong to teach children to hate their Country and feel oppressed because of the color of their skin, but to love all skin colors. CTR is actually teaching racism. No indoctrination of our children. I do not

Co- Parent with anyone, and surely not PED.

All newly elected school board members should have 6 month time to review such a lengthy document.

[EXTERNAL] Proposed Social Studies Standards

Lonnie Rowell <lrowell8881@gmail.com>

Fri 11/12/2021 10:52 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear PED Officials,

I am writing in support of the proposed updates to New Mexico's Social Studies Standards. The proposed standards are grounded in a careful examination of relevant education and social sciences research regarding the educational needs of children and youth in the 21st century, developments in our understanding of the importance of cultural relevance in relation to curriculum development, and the importance of addressing civic literacy in relation to strengthening democracy. The proposed standards address critical facts related to shortcomings in the current approach to social studies curriculum in the state.

Please do not be swayed by the efforts of some in the state to use fear mongering and red-baiting to distract you from the facts. These efforts to deny the evidence of inequality in the U.S., the accumulated trauma with our country's history of racism, oppression, and exploitation of minorities and marginalized groups are efforts to turn back the clock. Such efforts are blind to the need to reinvigorate our public education system so that students are taught how to think critically about our past and present and are thus better prepared to engage productively as adults charged with the responsibility of nurturing and strengthening our democratic values and practices in the decades to come.

Sincerely,

Lonnie Rowell, PhD

Rio Rancho, NM 87144

[EXTERNAL] Social studies standards

Jim Cooper <jim.cooper4@icloud.com>

Fri 11/12/2021 10:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a parent of two New Mexico public school students, a lifelong NM resident and school board president I am opposed to your updating social studies standards.

Teaching our students divisiveness is wrong for all children regardless of race.

Children, preteens and teens should be taught the facts of history. Teach them how to think for themselves, not what to think.

Our public schools are at a tipping point. We lost many students out of our public school system during the pandemic. Some to home school, more to out of state schools. It was an easy decision for many families rather than dealing with the lockdown. While normal sports was important to many, a good education was important for all of them. While a few came back to NM, most did not. Not only will we lose these kids through high school, we will lose them to out of state colleges. I believe that we will continue to lose students if we begin teaching critical race theory in our public schools.

Let's keep New Mexico kids in New Mexico!

Thank you,

Jim Cooper, Hondo, New Mexico

Sent from my iPhone

[EXTERNAL] Comments on the proposed 6.29.1.9 New Mexico Social Studies Standards

farrsmail@gmail.com <farrsmail@gmail.com>

Fri 11/12/2021 10:55 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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While there may be some very admirable educational objectives in the proposed New Mexico K-12 Social Studies standards, it is clear to me that these proposed changes are seriously flawed and have been so from their very inception. These standards should simply be rejected outright.

Overall, I am very skeptical of this initiative given all the current controversies nationwide concerning our education system and teaching standards. -

Here are some of my major concerns and objections to these proposed standards:

1. The old NMSS standards were 26 pages; the proposed standards are 129 pages **Who began this initiative, and why, and why now given the controversies across our nation on educational standards, methods, and processes?** .

The NMPED website indicates that the American Institutes for Research (AIR) was selected through “*a competitive bidding process to help a citizen committee*” develop these new standards. . What citizen committee? Who was on that committee and how were they selected? What services were requested in the RFP (can’t find that on the NMPED site); who were the respondents to the RFP – and what were the ultimate evaluation criteria? Very sketchy!

VERY CONCERNING: from the American Institutes for Research (AIR) website...

(emphasis below is mine). The following clearly indicates the skewed (political) viewpoints of the very consultant / contractor that principally drafted the proposed NMSS standards:

- From Kimberly DuMont, (VP AIR Equity Initiative): “Systemic inequity is the most urgent challenge we face as a nation. We see it in education, housing, health care, employment, and community safety and policing. We see it in income and wealth disparities, life expectancy, and opportunities for leadership and success in this nation. The fault lines are more exposed than ever due to the pandemic and the nation’s racial justice reckoning, but the inequities are longstanding and deeply ingrained in our society.” Clearly a Critical Race Theory perspective not wanted in NMSS standards – or anywhere.
- “Creating safer communities to reduce harmful policing and build alternative public safety systems” De-fund the police? Not a good idea in NM or anywhere.
- What are instructional and support materials that will be needed to support the initiative? What text books and study materials will support these standards? ALL UNKNOWN!

1. **The guiding principles underlying the standards (from p.8) reflect a very skewed political viewpoint and clear left-leaning political objectives:**

- Incorporating major historical themes such as power, class conflict, struggle, geo political impact, social justice, equity and diversity...
- Identifying tools to share authentic stories including the study of relationship between power and oppression;
- Developing a future focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions

1. **Mandated teacher and student (political) activism:**

- The draft standards prescribe a “rigorous and relevant K-12 social studies program ... led by teachers who are committed to active civic participation?”
- In conjunction with a cadre of teachers as civic / political activists, there exists at every level from K-12 requirements for students to “*take informed action*” i.e. to be political activists – beginning in Kindergarten! Seriously! Standard K4 for *Inquiry* is “*Take group or individual action to help address local, regional, or global problems*” (see p. 14)

3. Promoting divisiveness and separateness

- There is underlying emphasis on such topics as Ethnic, Cultural and Identity Standards; Diversity and Identity throughout K-12. There is a pervasive emphasis on addressing the many potentially divisive individual (race, gender, sexuality, disability, nationality, class, etc. etc.) and cultural differences among students rather than on teaching the American values, principles and traditions that define us and unite us as a nation and a people.
- There are equally pervasive undertones that portray America as a basically unjust and unfair nation that needs to be fixed rather than an imperfect nation still striving to “form a more perfect union” (5th grade Theme 2: *Inequality and justice in America*;... “...: *Describe how inequity in the United States laid the foundation for conflict that continues today.*”

Recommendations:

- Reject these proposed Social Studies standards outright! And, if any changes are really thought to be needed and appropriate, begin anew with a much broader involvement of parents, parent-teacher organizations, business leaders and owners, and just concerned citizens. Such changes should be very open, deliberative and participative - well beyond just educators, activist consultants / contractors, and politicians.
- Completely eliminate all requirements for teacher and student activism / “active civic participation.” There should be no place enforced political activism in our schools!
- Focus on developing educated, responsible, and ethical American citizens through an honest and contextual teaching of the American values, founding principles, institutions, history, and traditions that unite us as a people and a nation while at the same time engendering knowledge of, and respect for the many individual, ethnic, and cultural differences that enrich us as a culture and as a nation.

Soon Ja A. Farr
Las Cruces / Fairacres NM

[EXTERNAL] Public Comment: Social Studies Curriculum and CRT

Shawna Austin <shawnaaustin2004@gmail.com>

Fri 11/12/2021 10:56 AM

To: Feedback, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Shawna Austin <wicklessblueeyez@gmail.com>; melcooca1117@gmail.com <melcooca1117@gmail.com>

📎 1 attachments (14 KB)

Public Comment Social Studies Curriculum and CRT and Social Emotional Learning.docx;

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November 12, 2021

Public Comment: Social Studies Curriculum and CRT and Social Emotional Learning

New Mexico Public Education Department.

Myself and many of the members in my community and the State of New Mexico stand for prohibiting the teaching of Critical Race Theory and the Social Emotional Learning curriculum in our schools that is attached in the new Social Studies Curriculum. This teaching does not teach anything but how to be a racist and such teaching and practices of discrimination of any kind is unacceptable in our schools. New Mexico is so diverse already in everything. There are not many racial issues in our state; so why would we want to bring hate, racial discrimination and division to our State by teaching this to our kids?

Placing it in the Social Studies Curriculum in a roundabout way in a document that would take months to completely review and understand is wrong and unethical. Any one in approval in this is not looking out for the best interest of our kids and the staff that teaches our kids. Stop indoctrinating our kids, and teachers that have spent years on their education with the nonsense curriculum, and common core that is mandated by government to make you an extra dollar and let our teachers teach like they are licensed and educated to do.

Please stand in prohibiting these Curriculum changes and remove the Critical Race Theory and the Social Emotional Learning aspects from being curriculum in our New Mexico Schools.

Shawna Austin
505-290-1405
Shawnaaustin2004@gmail.com

Shawna L. Austin
505-290-1405
shawnaaustin2004@gmail.com

November 12, 2021

Public Comment: Social Studies Curriculum and CRT and Social Emotional Learning

New Mexico Public Education Department.

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Please stand in prohibiting these Curriculum changes and remove the Critical Race Theory and the Social Emotional Learning aspects from being curriculum in our New Mexico Schools.

Shawna Austin
505-290-1405
Shawnaaustin2004@gmail.com

Fwd: [EXTERNAL] Social Studies Department

Danny Parker <dparker@bulldogs.org>

Fri 11/12/2021 11:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Null, John Ross <jrnull@bulldogs.org>

📎 1 attachments (1 MB)

Artesia Public Schools Proposed Changes to Social Studies Standards.pdf;

Get [Outlook for iOS](#)

From: Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

Sent: Thursday, November 11, 2021 6:16 PM

To: Danny Parker; Steinhaus, Kurt, PED; Sandoval, Katarina, PED; Bannerman, Vickie, PED; FeedBack, Rule, PED

Cc: John Ross Null

Subject: RE: [EXTERNAL] Social Studies Department

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CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Thank you, Assistant Superintendent.

Gwen

From: Danny Parker <dparker@bulldogs.org>

Sent: Thursday, November 11, 2021 8:23 AM

To: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>; Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Sandoval, Katarina, PED <Katarina.Sandoval@state.nm.us>; Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Subject: [EXTERNAL] Social Studies Department

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see that attached from the Artesia Public Schools' Social Studies Department.

Danny

**Danny Parker, Assistant Superintendent
Secondary Education**

**Artesia Public Schools
301 Bulldog Blvd.
Artesia, NM 88210
575-746-3585**

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Date: November 11, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment
Ms. Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success
Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Mr. John Sena, Director of Policy, Innovation, and Measurement

From: Danny Parker, Assistant Superintendent of Secondary Education
Jesse Wright, Social Studies Department Head
Terra Greer, Artesia Junior High School Social Studies Department Head
Alayna Guidry, Artesia Intermediate School Department Head

Please see the attached recommended edits from the Artesia Public Schools. This was a combined effort of the social studies departments at the secondary schools in Artesia. Every effort was made to keep the spirit of the standard while removing language that some could perceive as political.

These are some of the guiding principles that informed our work:

- Some of the language in the standards were doing the work of the parent. For example, having a standard for a kindergarten student that asks them to identify their people groups is not age appropriate. Therefore, the teacher would have to be actively helping a student identify their identity groups. This is dangerous and could be counterproductive on the students' part. The parent should be the one to help their child with this work.
- Some of the standards were actual assignments. The standard should not be prescriptive on how it is taught. For example, the standard reads that students should "Create a model of Mogollon and/or Pueblo art/architecture." The purpose of the standard is to have knowledge of Mogollon and Pueblo art and architecture. This standard adds the skill of creating a model to the standard.
- One teacher said that some of the "culturally and linguistically relevant" language should not be in the standard, but that the skills of teaching with cultural and linguistic relevance should be included in professional development for every teacher. "It's just good teaching."

Artesia Public Schools Recommended Edits to the Proposed Social Studies Standards

K-5

Draft Standard	Our proposed change
K.22. Communicate a positive view of themselves and identify some of their group identities.	K.22. Communicate a positive view of themselves.
K.23. Describe ways they are similar and different from people who share their identities, and people who do not.	K.23. Describe ways the student is similar and different from other people without making someone else feel badly.
K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.	K.25. Describe the student's family history, culture, and past.
2.28. Describe ways we are similar and different from people who share identities, and people who do not.	2.28. Describe ways we are similar and different from people .
3.27. Express a positive view of personal identities without making someone else feel badly.	3.27. Express a positive view of themselves without making someone else feel badly.
3.28. Compare and contrast cultural identity with other people and groups.	3.28. Compare and contrast cultural identity with other cultures.
5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.	Cut...inappropriate for 5th grade...open to teacher's opinion
5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	5.30. Demonstrate knowledge of family history, culture, and past contributions.
5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.	5.31. Explain how each student's abilities could contribute to our society.

Grades 6-8

Draft Standard	Our proposed change
6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	6.15. Describe how family history and culture connects us to the collective history and culture of other people.
6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.	see 15
6.20. Identify how differences and similarities between diverse groups impact perspectives.	see 15

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.	see 15
7.11. Examine the relationship between stereotypes, bias, and group identity	not 7th grade history
7.21. Select a <i>province</i> of New Mexico and research its distinguishing characteristics.	7.21. Select a region of New Mexico and research its distinguishing characteristics.
7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	7.28. Describe the obstacles and how people have overcome these obstacles in various societal institutions, including but not limited to education, healthcare, government, and industry.
7.47. Create a model of Mogollon and/or Pueblo art/architecture.	7.47. Research and understand Mogollon and/or Pueblo art/architecture.
7.49. Describe the relationship between their (key figures in NM History) cultural heritage(s) and their personal identity/identities.	7.49. Describe the relationship between key figures in NM History cultural heritage(s).
7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.	Cut...not a standard but an opinion
7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.	Cut...assignment
7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.	Cut...assignment
7.74. Identify and summarize the relationship between specialization and interdependence.	Cut...of what?
7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>they</i> had on New Mexico as well as those who traded with New Mexicans.	7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>these routes and systems</i> had on New Mexico as well as those who traded with New Mexicans.
7.78. Analyze primary and secondary (<i>perhaps sources</i>) to explain what impact Mexican Independence had on (the area) that would become) New Mexico.	7.78. Analyze primary and secondary sources to explain what impact Mexican Independence had on the area that would become New Mexico.
7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.	Cut...not a standard
7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.	Cut...assignment, not a standard

7.93. Identify how stereotyping influences social perspectives about members of a group.	7.93. Identify how stereotyping influences social perspectives. (Perhaps not even a social studies standard???)
7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.	Cut...assignment, not a standard
7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.	7.98. Research examples of cultural diffusion into and out of New Mexico from the past and present.
7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.	7.103. Identify, explore, and describe the traditions, rites, and norms of the student's culture and explain how these traditions, rights, and norms may have changed over time.
8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.	8.7. Identify significant people, places, events, and ideas in history. (Way too broad)
8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.	8.12. Examine how and why colonists believed they were denied equality and opportunity both institutionally and informally.
8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	8.16. Accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.	Cut...assignment
8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	8.19. Describe the many facets of the student's family history and culture and how they are connected to the collective history and culture of other Americans.
8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.	Cut...Not Early US History

8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.	Cut...Not US History
8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.	8.29. Research the ways an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.
8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.	8.30. Research 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.
8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.	8.32. Identify key explorers, places, and ideas from major European nations of the 15th century (Portugal and Spain to Columbus) and the 16th century (Portugal, Spain & France) and describe the accomplishments of Pocahontas, Juan Ponce de Leon, the five tribes, etc..
8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.	8.34. Analyze, make and use different types of maps, globes, charts, and databases to include: indigenous peoples, immigrants, exploring countries, Proclamation of 1763, Westward Expansion
8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.	Same as 34...assignment
8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.	8.37. Understand the ideas and belief systems related to land and resource use that impacted the experiences of Indigenous Peoples and colonizers.
8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.	8.43. Understand the importance of the Proclamation Line of 1763 and it's effect on the future colonies.
8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).	8.46. Analyze the significance of 7 Year's War on the colonists and their relationship with Britain.

8.48. Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution	8.48. Understand the causes and results of the American Revolution and the inspiration it gave to other countries' revolutions to include Sugar Act, Tea Act, Boycotts, Stamp Act, Sons of Liberty, Daughters of Liberty, Boston Massacre, Boston Tea Party, Townshend Acts, Intolerable Acts, First and Second Continental Congress.
8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.	8.49. Discover the role of religion in the 13 colonies and its impact on American Colonial Identity.
8.5. Identify inherent bias in maps and analyze how they impact cultural memory.	Cut...see 34 above
8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.	8.55. Research precedents established in the Early Republic that impact American lives today.
8.58. Analyze a variety of art media to create an argument about the development of American national identity.	Cut...assignment
8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.	Cut...assignment
8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.	8.68. Research how conflicts over slavery and economics led the North and South to war.
8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.	8.69. Examine how enslaved people adapted within and resisted their captivity to include John Brown, Fredrick Douglass, Harriett Tubman, Dred Scott, among others.
8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.	8.70. Examine events of the Sectionalism and Reform Era and how they relate to current issues and events.
8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression	8.72. Identify significant economic warfare initiatives of the Civil War.
8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense).	8.74. Research the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War.

8.76. Identify and correct misconceptions about the Emancipation Proclamation.	8.76. Understand the Emancipation Proclamation and correct common misconceptions.
8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.	8.78. Discuss the impact of significant legislation (including Kansas Nebraska Act, Missouri Compromise, Compromise of 1850) and judicial precedents in former slave states during the Reconstruction Era.
8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.	8.79. Evaluate the impact of individuals and reform movements advocating for greater civil rights and liberties throughout early U.S. history (e.g. Quakers, Underground Railroad, newspapers, etc.)
8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.	8.81. Describe the influence that the Ku Klux Klan and other white supremacist organizations in the United States had on civil rights after the Civil War.
8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.	8.83. Evaluate the influence and origin of Juneteenth and its current significance.
8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies	Cut...assignment

9-12 Civics

Draft Standard	Our proposed change
9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates.	9-12.Civ.38. Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.
9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.	9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to ensure representation for all citizens in our form of government.
9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.	9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government.

9-12 World History

Draft Standard	Our proposed change
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9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.	9-12.WH.34. Analyze the complex relationship between cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and the long-term effects of their places in society.
9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.	9-12.WH.35. Compare and contrast the various origins of people groups in World history (indigenous, forced migration, or voluntary migration).
9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in underrepresentation (or no representation) among people groups.

9-12 NM History

Draft Standard	Our proposed change
9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.	9-12.NMH.18. Demonstrate knowledge of each student's family history and cultural background and describe how each student's own identity is informed and shaped.
9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.	9-12.NMH.26. Determine the issues that affected some people's access pertaining to the acts of land redistribution during the territorial period.
9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA. (no comma needed)	9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war prior to becoming a state of the USA.
9-12.NMH.47. Demonstrate historical causation by using	9-12.NMH.47. Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico .
9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)	47 and 48 should be together.

9-12 US History

Draft Standard	Our proposed change
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9-12.US.13. Examine the course and consequences of the Columbian Exchange.	These are for 8th Grade History.
9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.	These are for 8th Grade History.
9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism.	These are for 8th Grade History.
9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.	These are for 8th Grade History.
9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values.	These are for 8th Grade History.
9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life.	These are for 8th Grade History.
9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.	These are for 8th Grade History.
9-12.US.20. Explain the common elements of Indigenous societies.	These are for 8th Grade History.
9-12.US.21. Analyze facets of Indigenous social, political, and economic organization.	These are for 8th Grade History.
9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers.	These are for 8th Grade History.
9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.	These are for 8th Grade History.
9-12.US.24. Determine the importance and utility of rights versus responsibilities.	These are for 8th Grade History.
9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States.	These are for 8th Grade History.
9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.	These are for 8th Grade History.

9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.	These are for 8th Grade History.
9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans. History 18. Power Dynamics, Leadership, and Agency	These are for 8th Grade History.
9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises.	These are for 8th Grade History.
9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States. Theme 3: Westward Expansion, 1787–1876 Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 14. Historical Change, Continuity, Context, and Reconciliation	These are for 8th Grade History.
9-12.US.32. Examine the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign Indigenous nations. 101 Theme 3: Westward Expansion, 1787-1876 (Continued) Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.33. Evaluate the social, political, and economic causes and short and long term effects of U.S. territorial expansion.	These are for 8th Grade History.
9-12.US.34. Examine the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war.	These are for 8th Grade History.
9-12.US.35. Explain the importance of the Transportation Revolution of the 19th century.	These are for 8th Grade History.
9-12.US.36. Analyze the effects of industrial growth throughout antebellum America.	These are for 8th Grade History.

<p>9-12.US.37. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor History 17. Critical Consciousness and Perspectives</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.38. Analyze the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.39. Explain the causes and effects of this convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.40. Explore forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.41. Assess the impact of Federal policy towards Indigenous nations.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.</p>	<p>9-12.US.50. Analyze the Reconstruction efforts and determine their short- and long-term affects.</p>
<p>9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.</p>	<p>9-12.US.53. Identify the ways in which gender roles have changed since the 19th century.</p>
<p>9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.</p>	<p>9-12.US.56. Evaluate the following concerning the economic system of the United States: efficiency, equity, and equality.</p>
<p>9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.</p>	<p>Cut-extraneous</p>
<p>9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.</p>	<p>Cut--Same as 53</p>
<p>9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.</p>	<p>9-12.US.95. Analyze the similarities, differences, and connections of different countries that have struggled with racial inequities such as Germany, South Africa, and middle Eastern countries.</p>

9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia	9-12.US.104. Analyze how the perceptions of racism, sexism, and the "othering" of people groups have changed over time.
9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.	9-12.US.106. Analyze the impact of the Cold War on social movements and activists in the United States.
9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.	9-12.US.113. Compare and contrast the Cold War with the other social movements in the United States.
9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.	9-12.US.116. Examine Cold War issues such as McCarthyism and the Counter Intelligence Program.
9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.	9-12.US.118. Examine the obstacles of racial integration in communities and schools, attempts to end segregation, and the impact of the Supreme Court decisions on civil rights.
9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.	9-12.US.123. Assess the short- and long-term social and political impacts of different eras in the United States on diverse groups of people (i.e. progressivism, separatism, World War I, great depression, World War II, Cold War, Postwar Boom, Civil Rights, Vietnam War, Era of Social Change, environmentalism, conservatism, globalization).
9-12.US.129. Explore the movement against police brutality.	Cut - Current Events not US History
9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.	Cut - Current Events not US History
9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.	9-12.US.134. Examine the experiences of diverse immigrant groups past and present in the United States.
9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	9-12.US.135. Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.
9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.	9-12.US.136. Evaluate the representation of diverse people in the US government including race, gender, sexual orientation, and disability and their impacts on legislation.

9-12 Economics

Draft Standard	Our proposed change
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9-12.Econ.24. Critique inequalities that exist in economic systems.	9-12.Econ.24. Compare and contrast economic systems including socialism, communism, and capitalism.
9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.	9-12.Econ.27. Evaluate the social problems that affect New Mexican communities
9-12.Econ.48 – 175 are missing from the original proposed draft	???

9-12 Ethnic, Cultural, and Identity Studies

Draft Standard	Our proposed change
9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.	9-12.ECI.13. Recognize and value all cultures represented in the community without perceiving or treating any culture as inferior.
9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.	Cut
9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.ECI.18. Examine the impact of historical, cultural, economic, political, religious, and social factors which have impacted some underrepresented populations.
9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.	Cut
9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.	Same as 18
9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.	9-12.ECI.22. Evaluate how recent social justice protests have affected the structures and functions of a 21st Century American society.

[EXTERNAL] PROPOSED SOCIAL STUDIES CURRICULUM

FAIR Las Cruces Chapter <las-cruces@fairforall.org>

Fri 11/12/2021 11:00 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My name is Abelardo Balcazar, and I am writing on behalf of the Las Cruces Chapter of FAIR, The Foundation Against Intolerance and Racism.

FAIR is a nonpartisan, grassroots organization with approximately 30,000 members and 80 chapters nationwide, and still growing. FAIR is dedicated to advancing civil rights and liberties for all Americans, and promoting a common culture based on fairness, understanding and humanity. I invite you to look at FAIR's website www.fairforall.org to learn more about our organization.

Racism is real. Prejudice is real. But we urge you to reject the divisive and race-essentialist Social Studies curriculum that the NMPED is currently proposing. As proposed, this intolerant, divisive curriculum will be damaging to our children's academic, psychological, and emotional development. By implementing this regressive curriculum, with no definitive proof the learning concepts being proposed are either effective or beneficial, you will instead move us backward toward more division and racism, instead of forward toward greater understanding, fairness, and compassion within our community.

The NMPED's proposed Social Studies curriculum is being presented as a benign and scholarly attempt to understand the causes and implications of racism in society. However, we also believe that the proposed standards practice promotes race essentialism, fixating on our differences and presenting a skewed, negative version of history that focuses on flaws and failings and mostly ignores the success and progress our nation has made.

The NMPED, have wrongly suggested that those concerned about the proposed social studies curriculum are against teaching "real" history. On the contrary, we advocate for providing a fair and balanced accounting of history, that includes its flaws and failings, as well as its great progress over injustice. We also believe in providing our children with a sense of hope and optimism. By teaching our children that the most important thing to consider about our history is the skin color, gender, ethnicity, or group identity of the people involved, you are locking them into a limited view of themselves and others and stunting their potential for true academic and critical understanding of our history and how it has shaped our society. A young mind that is taught how to think and not what to think can see new worlds and possibilities, and can question relentlessly, which directly aligns with continuous, life-long learning.

Fortunately, FAIR has a solution to fighting racism and intolerance in all its forms, while also teaching a fair and accurate view of history. FAIR has created FAIRStory, a research-based curriculum that focuses on our shared humanity, understanding, diversity and fairness and empowers educators to create inclusive classrooms. The FAIRStory Curriculum exposes students to the histories, experiences, struggles, accomplishments, and contributions of Americans of diverse backgrounds. Ours is a fact-based approach to teaching students about racism; it's honest about the failures and shortcomings of our American past and present, while also recognizing how the struggles and accomplishments of Americans continue to move us closer to our founding ideals. Students learn to counter racism and intolerance with humanity and compassion. I encourage the NMPED to review the curriculum at www.fairstory.org.

In our view, all students, families, and educators, regardless of their faith, skin color, ancestry, or other personal traits, must feel a sense of belonging in New Mexico classrooms. By acknowledging our uniqueness as individuals, while also emphasizing our common humanity, FAIR curriculum inspires children toward a more fair, tolerant, and optimistic future.

New Mexico's Public Schools must promote shared humanity and empathy, not the divisiveness proposed by the NMPED and others, as we strive to create a truly inclusive and nurturing learning environment for all. By focusing on what we have in common, we can transcend differences and create bonds of trust and understanding as we continue to grapple with difficult issues in our communities.

Moving forward, we request that our students' curricula be discussed in a transparent manner with a true opportunity for community consultation and feedback before implementation. Additionally, we call on our school districts to promote diversity, equality, and inclusion (DEI) in a manner that respects the dignity and unique personality of all students. Woven into our American culture is our optimism and our commitment to continued progress through challenges. To face those challenges now, we urge our school districts to embrace pro-human

ideals of fairness, equality, and shared humanity, and to commit to an open-minded and honest discussion of the proposed changes.

Respectfully,

Abelardo Balcazar

Chapter Leader

FAIR Las Cruces

las-cruces@fairforall.org

(575) 414-8851

[EXTERNAL] Proposal to change Social Studies K-12 curriculum

Evelyn Rinaldi <emagnolia59@gmail.com>

Fri 11/12/2021 11:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am in opposition to your proposal to include identity (LGTBQ) and divisive ethnic topics (systemic racism) into our Social Studies curriculum. This proposal will fan the flames of racism rather than quench them. We were all created in the image of God. We are the HUMAN RACE. LORD forgive us our trespasses as we forgive those who trespass against us... deliver us from evil, for thine is the kingdom, and the power, and the glory for ever.

Sent from my iPhone

[EXTERNAL] Proposed replacement Social Studies Curriculum Draft 6.29.11 NMAC

Carol Komesu <carolkomesu@comcast.net>

Fri 11/12/2021 11:02 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Sir/Madam,

Before I retired from my career as a New Mexico teacher, I was on the committee who helped write the Kindergarten science curriculum for APS to align to NM Standards. After reviewing the draft of the NM Social Studies, on the whole it seems to be a very ambitious and all encompassing document. Unfortunately, there are some instances of bias written into the document. With a few changes, this curriculum would be less divisive AND still accomplish the goals. Below are specifics with the corresponding standard numbers in the strands, "Ethnic, Cultural and Identity Studies 19. Diversity and Identity," and "Ethnic, Cultural and Identity Studies 21. Community Equity Building," so you can easily access and reword them:

First, you need to strike the words "systemic inequity" throughout the document. The term, systemic racism is a THEORY developed by sociologist Joe Fegin; it is not a fact. Adding it to the curriculum will only perpetuate derision, shame, and hatred. Certainly instances of racist acts (e.g. slavery) and corresponding events to counteract racism (e.g. the Underground Railroad) should be taught. Strike the words "systemic" and "equity" throughout the document and replace the word "equity" with the word "fairness" for "unjust acts/actions" when necessary. This will help students understand the concept without stoking the flames of racism by using incendiary slogans of the radical left Woke movement.

"9-12.EC1.16 Access 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, and law enforcement." This entire standard should be eliminated because it is covered in "9-12.EC1.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups."

"9-12.EC1.21 Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy." Rephrase this standard by deleting the words "systemic inequity" and replacing them with "unfairness" or "current unjust actions."

Within the grade level performance standards, certain standards should be revised including:

Fifth Grade, Theme 2, Civics 3, 5.12. "Describe how inequity in the United States laid the foundation for conflict that continues today." Replace the word "inequity" with "unjust acts". (Page 39 in draft)

Seventh Grade, Theme 1, 7.28. "Evaluate how society's responses to different social identities lead to.....". Insert the words "in the past have" before the words "lead to...". (Page 54).

Seventh Grade, Theme 4 (c. 1490s - 1590s CE), 7.60. "Describe how diversity includes the impact of unequal power" Insert the word "past" before "unequal power." (Page 57 in draft)

Eighth Grade, Inquiry 24. 8.12. "Describe how different groups have been denied...." Change "have been" to "were." (Page 64 in draft)

I salute your hard work in this much needed revision to NM Social Studies Standards. I hope that you will consider and implement my suggestions into the draft so that students will be more able to learn our past history and develop strategies to discern truth in current and future events. It is too easy to fall into rhetoric proposed by social media and biased reporting. Citizens need to be able to recognize the propaganda and use their critical thinking to mold the future of our state, nation, and

world.

Sincerely,
Carol Ann Sigler-Komesu

Sent from my iPad

[EXTERNAL] CRT

Kay Arvizu <kayarvizu@gmail.com>

Fri 11/12/2021 11:05 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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This is to voice our opposition to the current atrocity being forced on our children. This "theory" goes against our instruction from God to love and encourage each other. This is a divisive tactic that doesn't fool anyone. Please do NOT implement this agenda.

Ruben & Kay Arvizu

Sent from my iPad

Sent from my iPad

[EXTERNAL] Social Studies Curriculum change

Angela Cadwallader <acadwallader@tularosa.net>

Fri 11/12/2021 11:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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While I recognize that " Critical Race Theory" is typically a subject taught in Colleges. I believe that the Social Studies Curriculum changes proposed are dangerously close to approaching this level. As evidenced by the Virginia election, the parents and community of this country do not believe that our children should be indoctrinated in this fashion.

Thank you for your time.

Angie Cadwallader

NM resident

Sent from my iPad

[EXTERNAL] Social Studies Standards feedback

Cynthia Wise <cynde@nmsu.edu>

Fri 11/12/2021 11:07 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon. I am writing on behalf of myself as a graduate of New Mexico Schools and as a mother.

I think the draft revised standards are a great first step in righting the historical wrongs done in the New Mexico education system (as evidenced by the outcome of the consolidated Martinez/Yazzie ruling). For too long New Mexico's Public Education Department has ignored the histories of a majority of this state's children. It is about time that the social studies standards be revised and updated to be more inclusive in recognizing the various social locations of its students. I could get all academic and provide a bunch of citations that show that students do better when they see themselves in the curriculum – but you likely know that.

I would also urge that the PED be mindful of these standards when adopting curriculum. Teachers are using textbooks that are outdated and discriminatory in that they ignore much of the state's Indigenous History. I attended and graduated from Gadsden High School in the 1970s. Sadly, the textbooks being used for social studies aren't much different than they were then.

Finally, I would urge that you NOT delay adoption of these standards. We've all had plenty of time to read through them and investigate their worth.

Thank you for your time and consideration. Should you have any questions, feel free to reach out.

Make the day matter!

Cynthia Wise, PhD
(she/her pronouns)

Southern New Mexico Equity Forum
Transform Education NM
NM Statewide Ethnic Studies Council
AERA Ed Change SIG
Alma d'arte Charter HS Governing Council

*"If what you're doing doesn't make a difference, **why are you doing it?**"* - Shaun Harper

*"**Spectacular** success is the result of **unspectacular** preparation"* - (paraphrased, Robert Schuller)

[EXTERNAL] social studies curriculum

Alan Marks <jamar@unm.edu>

Fri 11/12/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My input is that the social studies teachers who put this new curriculum together did a terrific job. We have to recognize the world we live in and the history of that world. We want critical thinking skills taught in every class and especially in social studies. This is just to give emphatic support to the proposed new curriculum.

Alan Marks

English and Social Studies teacher

[EXTERNAL] PED Revision of Social Studies Curriculum

Ken Carpenter <kencarpenter5@gmail.com>

Fri 11/12/2021 11:09 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to strongly support the PED's proposed curriculum changes in social studies. I have been an educator for over fifty years, now retired from the University of New Mexico, and still teaching part time. My degrees are in history and education policy and management. These changes are timely and especially needed in these days when our social, political and cultural systems are under severe strain. I have taught and written extensively about the rich diversity and cultural heritage of New Mexico and the U.S. Southwest Borderlands. We are now what the rest of the U.S. will look like in the next few decades. We must reshape our educational system to serve *all* students equally and instill both pride in who we are and sensitivity to the background and accomplishments of everyone in our society.

Those voices calling for white supremacy, hatred of immigrants, racism, sexism, chauvinism and xenophobia must not be allowed to divide us and impose their extremist agendas on our educational system.

Thank you for your consideration.

Ken Carpenter, PhD

kencarpenter5@gmail.com

505-379-0099

[EXTERNAL] Proposed Social Study Standards

Tiffany Cortez <tsn816@gmail.com>

Fri 11/12/2021 11:21 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am a resident of Albuquerque and have four children who will be or are attending a NM funded school. My husband is Filipino and I am Caucasian. Race is something we discuss at home in a loving environment. I definitely want them to know the history of the world and about the natural man's desire to marginalize those that are different than them. This is found across history and across races and ethnicities and is something to be aware of and suppressed. Slavery and the sad history of the African Americans should definitely be taught in schools.

After reading the proposed standard, I see that you are trying to bring different voices that are sometimes left out of history. I think that's great. The worry I have is that children will be put into categories by the way they look instead of just reflecting back on history. This is racism. I would like you to add into the rules that no teacher should ever take what was historically true and project that onto the children in his/her classroom.

Children are not responsible for what other people who looked like them did (what was very common in the time that they lived). We must be very careful not to accuse someone of being a racist because they were born to certain parents. It actually encourages more racism by making whites feel like they have to defend themselves and their heritage. There are good and bad aspects of every culture and we should not assume that because a person is a certain race that they hold particular values or that one culture is superior.

Learning about different cultures and their history is important, but no culture should be shown in a completely negative light and divide children into groups. We have a wonderful diverse culture that should be celebrated.

Thank you,
Tiffany Cortez
Albuquerque, NM

Sent from my iPhone

[EXTERNAL] Social Studies Curriculum

Sarah Brown-Martinez <kc5ayr@unm.edu>

Fri 11/12/2021 11:22 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

I am writing to voice my support of the changes being suggested for New Mexico's social studies curriculum. I taught in the Albuquerque Public Schools for 33 years and was an instructor for UNM, College of Education for 20 years. My focus has always been on language acquisition, helping students learn English and develop their Spanish, and on developing students' pride in their native languages and their cultures. I know first hand how helpful or how discouraging classrooms can be for our students when the teacher or the curriculum ignores their identities. At the college level I worked with teachers to guide them to understand the diversity of our classrooms and see our students as assets and contributors, not just English language learners and thus a problem.

The need is great for a better understanding of our unique New Mexican history, and both students and teachers will gain from the innovations being suggested for our social studies curriculum. I strongly encourage you to think about the needs of our teachers as well as the needs of all of our New Mexican children and families. This should not be a political decision, but one based on the future and our place in it.

Respectfully,

Sarah Brown-Martínez, PhD

[EXTERNAL] Comments on Proposed Repeal and Replace of 6.29.11 NMAC

Stuart Joy <stuartljoy@gmail.com>

Fri 11/12/2021 11:06 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

 1 attachments (2 MB)

Comments on Proposed Repeal & Replace of 6.29.11 NMAC.pdf;

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see my attached comments on the Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies.

Please confirm you've received this and are able to open the attachment.

Thanks,
Stuart Joy

November 12, 2021

VIA EMAIL TO: rule.feedback@state.nm.us

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Re: Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies

Dear Mr. Sena,

Thank you for the opportunity to comment on the *proposed repeal and replace of 6.29.11 NMAC, Social Studies*. The periodic evaluation of standards is consequential in ensuring students are receiving the best quality of an education that society can provide. I assume a great deal of effort has been expended by numerous individuals to draft the proposed standards and would like to express my gratitude for their efforts.

There is an intrinsic challenge developing social studies standards that is unique to this subject as opposed to other disciplines such as math, science, and reading. For math, science, and reading there are more core principles that are universally accepted as fact and truth. There are agreed upon rules for arithmetic, proven laws of nature, and generally accepted rules of grammar that we can agree are essential building blocks for an educational foundation. However, by nature social studies are much more nuanced. All over the world people of all walks of life add and subtract the same, they live by the same laws of physics and chemistry, and though we speak in numerous different languages we for the most part have a general understanding of how to translate and communicate effectively, but look at the social aspect of different cultures and you will find all kinds of forms of government and social “norms” in an particular culture that are vastly different from one another. How humanity interacts with one another is probably the most complex thing about us. The draft social studies standards are not just a review and refining of the current standards but a complete repeal and replace. That is a major undertaking. By law only a 45-day public comment period is required but it would be a grave mistake to not extend that to allow a more thorough review and revisions of the proposed standards. These standards are the building blocks of teaching our kids how to interact with one another. We should all take notice and contemplate the irony that the draft social studies standards that are supposed to bring us together are causing deep division.

I am not in favor of just maintaining the status quo without considering opportunities for improvement. I do believe that there is a natural tendency for history to be written by the victors. For the first time this year at the age of 35 I learned of the Tulsa Race Massacre. I think that is a very important historical event that should be taught. There are a lot of other things like this that we could take a closer look at to make sure we are accurately teaching a more wholistic history.

There are some fundamental flaws to the proposed standard that violate the core principle of developing a future-focused orientation, that allows students to be critical thinkers in considering

historical context in mending, healing, and transforming future interactions. The proposed standards go beyond helping a student find confidence and pride in their own identity and mutual respect for others identity to degrading another's identity by labeling it as "oppressive." For example:

- 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, ~~including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long term effects of oppression.~~
 - The implicit message is that ones identity as described by their race, ethnicity, gender, nationality, class and/or religion can classify them as an oppressor simply based on if they are viewed as being part of a dominant culture. That is a very destructive idea. I would propose striking everything after "history" as shown above.
- 9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of ~~cultural, ethnic, racial, and religious identities and language~~ culture.
 - It seems to me to be a big problem that the standards from starting in Kindergarten are striving to focus on students identify their "groups" and "identity" and then build up to this where it is implied that their cultural, ethnic, racial, and religious identities and language are based on colonization, assimilation, and/or syncretism. I don't believe that meets the principle of mending, healing, and transforming. I would suggest the change as shown above.

The proposed social studies standards could easily be viewed as collectively valuing the individual and their identity more than the collective identity we have as a society or nation. Also, "groups" and "group identities" are mentioned 26 times in the proposed social studies standards which also has the unintended consequence of dividing us even further. I believe the aim of social studies is to provide the necessary background knowledge to develop values and reasoned opinions for responsible participation in a diverse democratic society. If we excessively focus on what divides us and makes us different we are not adequately equipping our students with the skills and knowledge to participate in a civil manner. There needs to be a more balance approach that embodies our national motto of *E Pluribus Unum* (out of many, one). As they are written the proposed social studies suggest we are simply *E Pluribus*, there is not much that inspires the next generation to come together.

Many of the standards have a fundamental flaw of being written as assignments and not standards. That makes it difficult for teachers to do their job of developing appropriate methods for helping their students meet set standards. It also become difficult if not impossible to assess whether a standard is met when it's not written as a standard. The following are a few examples:

- ~~7.47. Create a model of Mogollon and/or Pueblo art/architecture.~~
 - This is an assignment and one my 4th grade teacher actually had us do for NM History back in 1994. The purpose of the assignment would be the standard.
- ~~8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.~~
 - Everything after "history" is prescribing a method. To make the standard measurable then specific people, places, events, ideas would need to be identified in the standard.
- ~~8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.~~

- Examining history from perspective of the participant would be the standard, the first part is a prescribed assignment.
- 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.
 - Who is the arbiter of the claim as correct or not?
- 8.83. ~~Use an artistic medium or multimedia project to~~ describe the contemporary and current significance of Juneteenth.
 - Not a bad idea but once again the first part is an assignment not a standard.

There are partisan political ideologies baked into the standards. Robust and passionate debate from opposing sides has been a defining characteristic of our country from its inception. That fiery debate is what I believe has and continues to forge a more perfect union. It is why constitutional protections for the minority (regardless of what group or ideology is in the minority at any given time) has allowed our country to evolve over time into a very diverse and strong society. To allow partisan political ideologies into the proposed social studies standards is immoral, dangerous, and antithetical to who we are as a democratic republic that values and protects the minority. To be fair it is hard to not allow our biases to influence our work, but I think there needs to be more honest evaluation and standards and strike any standard that has a partisan political bent. It is common knowledge that Democrats currently have majority control over all the state government. Yes, elections have consequences, but our children's educational curriculum should be off limits by both sides. This may not have been intentional, but it is definitely not acceptable to have these ideologies in the proposed social studies standards. A good faith exercise would be to allow all partisan political caucuses in our legislature an opportunity to strike any standard that it views is political. A few examples are:

- 9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.
- 9-12.US.131. Analyze the presidency of Ronald Reagan (1981–1989) and the rise of the conservative movement in American politics.
- 9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.
- 9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.

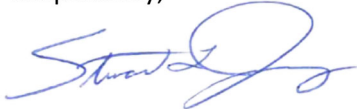
This is not an exhaustive list of comments because I simply did not have enough time to do a thorough review and revision of the proposed social studies standards. For this reason, I've attached a list of recommended edits to the proposed social studies standards that were developed by the social studies staff at Artesia Public Schools. I trust their experience and judgement and concur with most of their suggestions.

From my experience New Mexico has a bad habit of writing long and complicated laws and standards with no real strategy of how to meet those standards. I think when it comes to laws, rules, and standards the expression "less is more" is usually true. We will achieve better outcomes if we focus on doing the fundamentals exceptionally well. For example, I work in environmental compliance and the New Mexico Environment Department I believe suffers from the same problem. The NMED continues to spend most of their limited resources on writing long complicated laws with very little left for implementation and enforcement. The result is an unjust system in which law breakers have an

economical advantage over law abiding citizens because the state has very few resources left to equitably enforce those laws. We need to work smarter not harder. The proposed social studies standards are too long and complicated. They need to be whittled down to something more manageable.

Many school boards have laid out logical and justifiable reasons for the NMPED to extend the comment and revision period on these standards until July 2022. I respectfully request that you grant this reasonable request given the intrinsic complexities of developing social studies standards as I've explained above.

Respectfully,



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Encl. Artesia Public Schools Recommended Edits to the Proposed Social Studies Standards

Artesia Public Schools Recommended Edits to the Proposed Social Studies Standards

K-5

Draft Standard	Our proposed change
K.22. Communicate a positive view of themselves and identify some of their group identities.	K.22. Communicate a positive view of themselves.
K.23. Describe ways they are similar and different from people who share their identities, and people who do not.	K.23. Describe ways the student is similar and different from other people without making someone else feel badly.
K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.	K.25. Describe the student's family history, culture, and past.
2.28. Describe ways we are similar and different from people who share identities, and people who do not.	2.28. Describe ways we are similar and different from people .
3.27. Express a positive view of personal identities without making someone else feel badly.	3.27. Express a positive view of themselves without making someone else feel badly.
3.28. Compare and contrast cultural identity with other people and groups.	3.28. Compare and contrast cultural identity with other cultures.
5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.	Cut...inappropriate for 5th grade...open to teacher's opinion
5.30: Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	5.30. Demonstrate knowledge of family history, culture, and past contributions.
5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.	5.31. Explain how each student's abilities could contribute to our society.

Grades 6-8

Draft Standard	Our proposed change
6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	6.15. Describe how family history and culture connects us to the collective history and culture of other people.
6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.	see 15
6.20. Identify how differences and similarities between diverse groups impact perspectives.	see 15

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.	see 15
7.11. Examine the relationship between stereotypes, bias, and group identity	not 7th grade history
7.21. Select a <i>province</i> of New Mexico and research its distinguishing characteristics.	7.21. Select a region of New Mexico and research its distinguishing characteristics.
7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	7.28. Describe the obstacles and how people have overcome these obstacles in various societal institutions, including but not limited to education, healthcare, government, and industry.
7.47. Create a model of Mogollon and/or Pueblo art/architecture.	7.47. Research and understand Mogollon and/or Pueblo art/architecture.
7.49. Describe the relationship between their (key figures in NM History) cultural heritage(s) and their personal identity/identities.	7.49. Describe the relationship between key figures in NM History cultural heritage(s).
7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.	Cut...not a standard but an opinion
7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.	Cut...assignment
7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.	Cut...assignment
7.74. Identify and summarize the relationship between specialization and interdependence.	Cut...of what?
7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>they</i> had on New Mexico as well as those who traded with New Mexicans.	7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>these routes and systems</i> had on New Mexico as well as those who traded with New Mexicans.
7.78. Analyze primary and secondary (<i>perhaps sources</i>) to explain what impact Mexican Independence had on (the area) that would become) New Mexico.	7.78. Analyze primary and secondary sources to explain what impact Mexican Independence had on the area that would become New Mexico.
7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.	Cut...not a standard
7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.	Cut...assignment, not a standard

7.93. Identify how stereotyping influences social perspectives about members of a group.	7.93. Identify how stereotyping influences social perspectives. (Perhaps not even a social studies standard???)
7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.	Cut...assignment, not a standard
7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.	7.98. Research examples of cultural diffusion into and out of New Mexico from the past and present.
7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.	7.103. Identify, explore, and describe the traditions, rites, and norms of the student's culture and explain how these traditions, rights, and norms may have changed over time.
8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.	8.7. Identify significant people, places, events, and ideas in history. (Way too broad)
8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.	8.12. Examine how and why colonists believed they were denied equality and opportunity both institutionally and informally.
8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	8.16. Accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.	Cut...assignment
8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	8.19. Describe the many facets of the student's family history and culture and how they are connected to the collective history and culture of other Americans.
8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.	Cut...Not Early US History

8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.	Cut...Not US History
8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.	8.29. Research the ways an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.
8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.	8.30. Research 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.
8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.	8.32. Identify key explorers, places, and ideas from major European nations of the 15th century (Portugal and Spain to Columbus) and the 16th century (Portugal, Spain & France) and describe the accomplishments of Pocahontas, Juan Ponce de Leon, The Prophet and his brother Tecumseh, the five tribes, etc..
8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.	8.34. Analyze, make and use different types of maps, globes, charts, and databases.
8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.	Same as 34...assignment
8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.	8.37. Understand the ideas and belief systems related to land and resource use that impacted the experiences of Indigenous Peoples and colonizers.
8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.	8.43. Understand the importance of the Proclamation Line of 1763 and it's effect on the future colonies.
8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).	8.46. Analyze the significance of the 7 Years' War (French and Indian War).
8.48. Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution	8.48. Understand the causes and results of the American Revolution and the inspiration it gave to other countries' revolutions.

8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.	8.49. Discover the role of religion in the 13 colonies and its impact on nascent American identity.
8.5. Identify inherent bias in maps and analyze how they impact cultural memory.	Cut...see 34 above
8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.	8.55. Research precedents established in the Early Republic that impact American lives today.
8.58. Analyze a variety of art media to create an argument about the development of American national identity.	Cut...assignment
8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.	Cut...assignment
8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.	8.68. Research how conflicts over slavery led the North and South to war.
8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.	8.69. Examine how enslaved people adapted within and resisted their captivity.
8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.	8.70. Examine events of the Sectionalism and Reform Era and how they relate to current issues and events.
8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression	8.72. Identify significant economic warfare initiatives of the Civil War.
8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense).	8.74. Research the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War.
8.76. Identify and correct misconceptions about the Emancipation Proclamation.	8.76. Understand the Emancipation Proclamation and correct common misconceptions.
8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.	8.78. Discuss the impact of significant legislation and judicial precedents in former slave states during the Reconstruction Era.
8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.	8.79. Evaluate the impact of individuals and reform movements advocating for greater civil rights and liberties throughout early U.S. history.

8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.	8.81. Describe the influence that the Ku Klux Klan and other white supremacist organizations in the United States had on civil rights after the Civil War.
8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.	8.83. Evaluate the influence and origin of Juneteenth and its current significance.
8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies	Cut...assignment

9-12 Civics

Draft Standard	Our proposed change
9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates.	9-12.Civ.38. Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.
9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.	9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to ensure representation for all citizens in our form of government.
9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.	9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government.

9-12 World History

Draft Standard	Our proposed change
9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.	9-12.WH.34. Analyze the complex relationship between cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and the long-term effects of their places in society.
9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.	9-12.WH.35. Compare and contrast the various origins of people groups in World history (indigenous, forced migration, or voluntary migration).

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in underrepresentation (or no representation) among people groups.
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9-12 NM History

Draft Standard	Our proposed change
9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.	9-12.NMH.18. Demonstrate knowledge of each student's family history and cultural background and describe how each student's own identity is informed and shaped.
9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.	9-12.NMH.26. Determine the issues that affected some people's access pertaining to the acts of land redistribution during the territorial period.
9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA. (no comma needed)	9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war prior to becoming a state of the USA.
9-12.NMH.47. Demonstrate historical causation by using	9-12.NMH.47. Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico .
9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)	47 and 48 should be together.

9-12 US History

Draft Standard	Our proposed change
9-12.US.13. Examine the course and consequences of the Columbian Exchange.	These are for 8th Grade History.
9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.	These are for 8th Grade History.
9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism.	These are for 8th Grade History.
9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.	These are for 8th Grade History.

9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values.	These are for 8th Grade History.
9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life.	These are for 8th Grade History.
9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.	These are for 8th Grade History.
9-12.US.20. Explain the common elements of Indigenous societies.	These are for 8th Grade History.
9-12.US.21. Analyze facets of Indigenous social, political, and economic organization.	These are for 8th Grade History.
9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers.	These are for 8th Grade History.
9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.	These are for 8th Grade History.
9-12.US.24. Determine the importance and utility of rights versus responsibilities.	These are for 8th Grade History.
9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States.	These are for 8th Grade History.
9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.	These are for 8th Grade History.
9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.	These are for 8th Grade History.
9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans. History 18. Power Dynamics, Leadership, and Agency	These are for 8th Grade History.

9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises.	These are for 8th Grade History.
9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States. Theme 3: Westward Expansion, 1787–1876 Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 14. Historical Change, Continuity, Context, and Reconciliation	These are for 8th Grade History.
9-12.US.32. Examine the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign Indigenous nations. 101 Theme 3: Westward Expansion, 1787-1876 (Continued) Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.33. Evaluate the social, political, and economic causes and short and long term effects of U.S. territorial expansion.	These are for 8th Grade History.
9-12.US.34. Examine the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war.	These are for 8th Grade History.
9-12.US.35. Explain the importance of the Transportation Revolution of the 19th century.	These are for 8th Grade History.
9-12.US.36. Analyze the effects of industrial growth throughout antebellum America.	These are for 8th Grade History.
9-12.US.37. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor History 17. Critical Consciousness and Perspectives	These are for 8th Grade History.
9-12.US.38. Analyze the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory.	These are for 8th Grade History.

9-12.US.39. Explain the causes and effects of this convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.	These are for 8th Grade History.
9-12.US.40. Explore forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period.	These are for 8th Grade History.
9-12.US.41. Assess the impact of Federal policy towards Indigenous nations.	These are for 8th Grade History.
9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.	9-12.US.50. Analyze the Reconstruction efforts and determine their short- and long-term affects.
9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.	9-12.US.53. Identify the ways in which gender roles have changed since the 19th century.
9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.	9-12.US.56. Evaluate the following concerning the economic system of the United States: efficiency, equity, and equality.
9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.	Cut-extraneous
9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.	Cut--Same as 53
9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.	9-12.US.95. Analyze the similarities, differences, and connections of different countries that have struggled with racial inequities such as Germany, South Africa, and middle Eastern countries.
9-12.US.104. Analyze state-sponsored persecution and "othering" including anti-Semitism and homophobia	9-12.US.104. Analyze how the perceptions of racism, sexism, and the "othering" of people groups have changed over time.
9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.	9-12.US.106. Analyze the impact of the Cold War on social movements and activists in the United States.
9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.	9-12.US.113. Compare and contrast the Cold War with the other social movements in the United States.
9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.	9-12.US.116. Examine Cold War issues such as McCarthyism and the Counter Intelligence Program.

9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.	9-12.US.118. Examine the obstacles of racial integration in communities and schools, attempts to end segregation, and the impact of the Supreme Court decisions on civil rights.
9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.	9-12.US.123. Assess the short- and long-term social and political impacts of different eras in the United States on diverse groups of people (i.e. progressivism, separatism, World War I, great depression, World War II, Cold War, Postwar Boom, Civil Rights, Vietnam War, Era of Social Change, environmentalism, conservatism, globalization).
9-12.US.129. Explore the movement against police brutality.	Cut - Current Events not US History
9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.	Cut - Current Events not US History
9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.	9-12.US.134. Examine the experiences of diverse immigrant groups past and present in the United States.
9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	9-12.US.135. Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.
9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.	9-12.US.136. Evaluate the representation of diverse people in the US government including race, gender, sexual orientation, and disability and their impacts on legislation.

9-12 Economics

Draft Standard	Our proposed change
9-12.Econ.24. Critique inequalities that exist in economic systems.	9-12.Econ.24. Compare and contrast economic systems including socialism, communism, and capitalism.
9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.	9-12.Econ.27. Evaluate the social problems that affect New Mexican communities
9-12.Econ.48 – 175 are missing from the original proposed draft	???

9-12 Ethnic, Cultural, and Identity Studies

Draft Standard	Our proposed change
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9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.	9-12.ECI.13. Recognize and value all cultures represented in the community without perceiving or treating any culture as inferior.
9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.	Cut
9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.ECI.18. Examine the impact of historical, cultural, economic, political, religious, and social factors which have impacted some underrepresented populations.
9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.	Cut
9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.	Same as 18
9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.	9-12.ECI.22. Evaluate how recent social justice protests have affected the structures and functions of a 21st Century American society.

[EXTERNAL] Estancia Municipal School District SS Feedback

Randol Riley <randol.riley@emsdbears.us>

Fri 11/12/2021 11:08 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please see attached

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November 11, 2021

To: Social Studies Review Committee

From: Estancia Municipal Schools Board of Education

We believe that we are trying to include material that should not be included in the social studies standards. We as a united Board at Estancia Municipal Schools have listed areas of concern with the new standards. The Public Education Department has provided LOTS of supporting documents in relation to the revision and proposed Social Studies Standards. At some point, this begins to feel as if we are being “sold” a product. If the standards were not so controversial, there would not be such a need to justify the position. As presented, the recurring themes embedded in the proposed social studies standards are not grounded in fact but in many cases represent an opinion or a certain way of thinking. In schools, we should allow students to form their own opinions after careful review of facts and provided opportunity to think critically. As written, there is a theme of opinion that does not promote critical thinking; instead, it tells children how and what to think based upon presupposed opinions.

Following are a few concerns we have noted. This is not an exhaustive list, as time does not permit as in depth a review as we would like. For this reason, we passed a resolution on October 11th, requesting a delay in adoption in order to have adequate time to involve a larger group of teachers in a more thorough review of the standards.

1. The insertion of “identity” standards as cited by Girard & Harris (2018); International Standards (Singapore, Ontario, and British Columbia); and two (2) of the 14 states listed in the Social Studies Landscape Report (Nevada and New Mexico) is not appropriate. Alaska, Arizona, Georgia, Hawai`i, Illinois, Iowa, Kentucky, Massachusetts, Nebraska, New Jersey, Oregon, South Carolina, and Washington, the other twelve (12) states referenced in the document do not mention identity. Estancia advocates for the inclusion of standards addressing culture and diversity, but NOT identity as outlined in these proposed standards. Expanding the field of Social Studies to incorporate Sociology and Psychology is not a discussion that has been had, and should have been a starting point prior to introducing Sociology and Psychology based standards such as identity.
2. Fifth Grade, Theme 2: Inequality and Justice in the US – the title of this theme is built around a premise that is not accepted by all and involves judgment, opinion, or belief. As written this standard begins from a point of judgment or opinion. From this standard going forward into upper grades, many standards begin from a position of judgment or opinion. We should be challenging our students to become critical thinkers, not just telling them what to think from an opinion as if it is fact. These types of standards are not appropriate and do not promote critical thinking. Instead, they “fill in the blank” for what a student should believe.
3. 9-12.US.53: “Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.” As written, this standard will incite some parents who are opposed to discussions of sexuality in the schools. This can be better stated another way as it relates to the women’s suffrage movement.
4. 9-12.US129: References to police brutality are an interpretation of events and based on opinion. Again, history should teach events and not interpret intent, rather allow students to critically form opinions on their own based on the unbiased retelling of events.

5. 9-12.US.130: US History should retell the events regarding activism in the 90's through an unbiased lens without a focus on any given group. This allows students to form their own opinions without being led by another's opinions.
6. 9.12.US132: "Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future." I'm not sure why this standard is appropriate here. IF included (and NOT as stated in this context), it should be included in studies around the 2nd amendment. The Bill of Rights is studied in 8th grade. Amendments should be included there.
7. 9.12.WH.36: "...which resulted in unequal power relations among identity groups" begins from a position of judgment/opinion. The standard should read, "Examine the impact of historical, cultural, economic, political, religious, and social factors." This allows students to come to their own conclusion through critical thinking instead of telling them *what* to think. See previous note about introducing "identity groups" into the Social Studies curriculum.
8. The use of "evocative ideas" is controversial and unnecessary. Teaching students to think critically is more appropriate.
9. 9-12.NMH.26: "Determine the role of race and racism in the acts of land redistribution during the territorial period." Strike racism – it is divisive, an opinion, and begins from a point of bias. As well, this belongs in US History, not NMH. Standard should read, "Determine the role of race in the acts of land redistribution during the territorial period."
10. Standards associated with gun violence, police brutality, and focus on perceived marginalized groups are similarly biased and inappropriate. As presented, there is a bias that feels like propaganda.
11. 9-12.US.130: "Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes." Why the focus on LGBTQIA+ specifically? There were MANY activists at this time. Standard should be broader to read: "Examine social movements and areas of activism during this period."
12. 9-12.US.134: Anti-immigration is an assumption and judgment. Standard should address concerns over illegal immigrants.
13. 9-12.US.135: "Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans." An "equitable America for diverse groups" should not be limited to or focused on only these two groups. Strikethrough ~~including Native Americans and African Americans~~; inclusive is inclusive to all. "More" implies a bias, judgment, opinion. Standard should read, "Create an action plan for a just and equitable America for diverse groups of people addressing rights, economics, etc."
14. 9-12.WH.34: "Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression." What are "constructions of race" and "reactions"? "Long term effects of oppression" is a leading question and tells the student *what* to think instead of asking them to think critically and come up with their own conclusion. This question could also be framed to outline the effects of war and the impact to the "conquered." What is the intent of the standard? It feels politically driven as written.

We believe that everything we teach in social studies should be based upon providing students with historical facts without bias. In today's political climate of division, it is especially important to present

information carefully and clearly without adding an editorial, judgmental or slanted component. We fear that our country is increasingly moving toward open conflict because of misleading information that is perceived as fact on both sides of any conversation. Educators must continue to safeguard the young minds with whom they work each day. Our future rests on the shoulders of our educators who teach our children. They are up to the task, but must be supported with clear, unbiased standards. As written, MANY of the standards could be interpreted politically as opposed to presenting historical facts. This MUST be addressed in a thoughtful, reflective manner involving representative stakeholders, not just a select few of like-minded individuals. It is the Board's fervent hope that the Public Education Department listens to these concerns and delays the adoption of these standards until all stakeholders may participate in a thorough and comprehensive review to bring a more balanced set of standards forward.

Respectfully,

The Estancia Board of Education

Randol Riley, President

Elaine Darnell, Vice President

Lee Widner, Secretary

Kendra Otis, Member

Keith Sandy, Member

[EXTERNAL] Public Comment in Response to Proposed NM Social Studies Standards Revision

Wauneka, Missy <Missy.Wauneka@teachforamerica.org>

Fri 11/12/2021 11:16 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see the attached letter. Thank you for the opportunity to submit a public comment!

Missy Wauneka
Local Impact Officer
Teach For America New Mexico
505-850-6166

One day, all children in this nation will have the opportunity to attain an excellent education.



November 11, 2021

To: John Sena, Policy Division, New Mexico Public Education Department
From: Missy Wauneka, Teach For America New Mexico - Local Impact Officer
Subject: Public Comment in Response to Proposed NM Social Studies Standards Revision

Dear Mr. Sena,

Teach For America New Mexico (TFANM) is pleased to have the opportunity to submit a public comment about New Mexico's revised social studies standards. As an organization that supports teachers and works alongside other local partners toward educational excellence and equity, TFANM has a vested interest in ensuring that New Mexico's social studies standards provide a clear roadmap for teachers to help students learn key historical events, connect the past to the present, and critically analyze historical claims.

We shared the opportunity to participate in standards revision with our network, and multiple TFANM alumni took the opportunity. Participants shared positive anecdotes about the experience and confidence in the outcome. They spoke about robust discussions, diverse perspectives, and an inclusive approach, which aligns with the Reflect, Review, and Revise process described on NMPED's website. Throughout the process, TFANM has appreciated NMPED's transparency, inclusivity and openness to feedback and diverse perspectives.

We agree with the statement on NMPED's website that "the current [2009] standards have numerous strengths and cover a wide range of topics [but] do not address the increasingly diverse perspectives and histories of the peoples of New Mexico." All New Mexico students deserve to see their own ancestral histories represented in historically accurate ways in our social studies standards. As our state is unique, diverse, and constantly changing, TFANM believes that we will need to periodically return to our social studies standards to ensure that they continue to develop the "knowledge, skills and dispositions critical to ensure ALL students in New Mexico are college, career, and civic ready."

We feel the revised standards have several improvements over the 2009 standards. The use of guiding principles and strands makes the standards more coherent from year to year, and the inclusion of Ethnic, Cultural and Identity Standards and Inquiry Standards increases the focus on critical thinking and diverse perspectives. In comparison to the 2009 standards, the revised standards use more specific, descriptive action-verbs, to help teachers understand the level at which students should be expected to perform and how standards build in difficulty over time.

One day, all children in this nation will have the opportunity to attain an excellent education.



Updating New Mexico's social studies standards is just a first step. It will be equally important to develop exemplary curricular resources, suggested texts, and lessons that bring a new set of standards to life for teachers and students. We are eager and ready to support teachers to implement new social studies standards and confident that the revised standards will result in greater student engagement, analysis, and critical thinking. Thank you again for the opportunity to provide public comment!

Sincerely,

Missy Wauneka
Local Impact Officer
Teach For America New Mexico

[EXTERNAL] Support for Social Studies Revisions for State of New Mexico

John Rodarte <JohnRodarte@hotmail.com>

Fri 11/12/2021 11:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning, State Officials.

My name is John Rodarte. I am an educator for 21 years serving the diverse populations of New Mexico. My family hails from Penasco, NM. I am a member of the Fighting Irish and graduate of the University of Notre Dame. I am also a herald of the teachings of Ernesto Nieto and Gloria De Leon in their great work with the National Hispanic Institute.

I address you as a supporter of revisions to the Social Studies Standards for the great State of New Mexico. I am biased as I am among the team leads responsible for these revisions, in particular, those of the Cultural, Ethnic, and Identity Standards.

Of this work, I am particularly proud, not just because it is a benchmark of achievement for all the work NM Social Studies educators do everyday, but because it represents a triumph as New Mexicans and as Americans in expanding the telling of our own stories.

When I began my career as an educator, there was one and only one narrative in American history. Our struggle as educators was to include the stories of our own families, cultures, and ethnicity into a "mainstream" narrative.

With the adoption of the proposed Social Studies revisions, that struggle ends as we "mainstream" our own history into that of New Mexico and America. The revisions are an effort to *include*, not *exclude*, our own well deserved place in the history of our state and nation.

By doing so, we extend, restore, and magnify the dignity of our own identities and cultures which prior narratives did not.

At the same time, we honor and value the identities and cultures of all peoples who come to call themselves New Mexicans and Americans, including our white brothers and sisters who are equally valued in this retelling and re-sharing of our histories under a more inclusive and diverse embrace.

Lastly, I want everyone to understand that the new Social Studies Standards do not operate from a position of "victimhood" or a "division by race", but from a stance of Community Equity Building. From this perspective, students (and by extension, parents, schools, and community) are asked to look at their communities from an "asset mindset" and see the value of each person, each relationship, and each member in growing our community in ways that benefit and respect everyone.

"Unity Through Diversity" is how I would frame the new standards. I sincerely believe this phrase captures the spirit and intent of our efforts in the revisions.

I ask that you and all New Mexicans unite in support of the new standards. Let the good work of educators continue to illuminate, educate, and inspire ALL of our people to learn more of each other and our past to forge a better future for us all.

Sincerely,

John Rodarte

11/15/21, 10:00 AM

Mail - FeedBack, Rule, PED - Outlook

Principal, Educator, New Mexican, American

Sent from [Mail](#) for Window

[EXTERNAL] CRT Feedback

Wade Lamphere <wlamphere@frontier.net>

Fri 11/12/2021 11:24 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: wlamphere@frontier.net <wlamphere@frontier.net>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the attention of Mr. John Sena, Policy Division New Mexico Public Education Department:

Dear sir, this email comes to you from a parent with great concern about the teachings of Critical Race Theory in our public schools, I strongly request that this practice come to a halt. The harm that CRT will bring to the students is beyond tolerance, it will ultimately divide Americans into two categories either "victim" or "oppressor". As a former white student in a Spanish and Native American dominant school I understand racism and the effects that it has on young students, as I had to endure it. However, what your suggesting is going to enhance this division even further in a time when we need to pull together and unify this country. Just the thought of a public school mandating a teaching such as this is outlandish and is beyond comprehension. I have to ask, what is the motivation to teach students "that to achieve racial justice and have equality between racial groups today requires the action of discrimination against people based upon on their whiteness"(???????) this is outrageous no matter what color your skin is. And to top it off, when we have teachers offer their opinions and or challenge this outrageous mandate they're threatened with their jobs. Please, I beg you to understand, this is the United States of America not some third world dictatorship that suppresses the people and forces their mandate at all cost, this will not stand!

Wade & Gina Lamphere "Tax Payer San Juan County"



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[EXTERNAL] In support of the new Social Studies standards AS WRITTEN

Sharla Parsons <sharla.parsons@gmail.com>

Fri 11/12/2021 11:25 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I want to send my strong support and gratitude for the new social studies standards AS WRITTEN with no omissions or changes. The thoughtful updates address our most crucial needs right now in order to create an equitable society for our children to live in. Furthermore, they support the data that is undeniable concerning the need for civics training in our country. Strengthening our democracy starts with our children and their ability to thrive depends upon learning and knowing actual, real history.

Please, also, disregard any partisan opposition you receive to the current standards as they are not in the best interest of our children but rather the political powers that be. We need to stand strong in our conviction to allow this generation a chance to do better. And it will only happen when we remember that science is not a matter of opinion or debatable and not on the chopping block.

Thank you so much for the work you do and for considering my humble request.

Sincerely,

Sharla Parsons

Former educator, parent of school aged children, community member
505-506-5579

sharla.parsons@gmail.com

[EXTERNAL] Support revised social studies standards

Erica McDowell <erica.c.mcdowell@gmail.com>

Fri 11/12/2021 11:26 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

My name is Erica McDowell and I am a proud graduate of New Mexico public schools in Albuquerque and am currently a science teacher in Las Cruces.

I fully support the revised Social Studies standards that have been proposed. It is beyond time for New Mexican students to learn the full history of our state and learn through a curriculum that values people of all racial and ethnic backgrounds.

Please support the revised standards!

Sincerely,
Erica McDowell
Physics Teacher
Mayfield High School
Las Cruces, NM

[EXTERNAL] Social studies curriculum

Therese Saunders <tsaunders3@me.com>

Fri 11/12/2021 11:29 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My name is Therese Saunders and a retired elementary school teacher. I feel that the proposed social studies curriculum is developmentally appropriate and needed in our public schools.

Sincerely,
Therese Saunders
tsaunders3@mac.com

FW: [EXTERNAL] Proposed Standards

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Fri 11/12/2021 11:33 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Sena, John, PED <John.Sena@state.nm.us>
Sent: Friday, November 12, 2021 11:33 AM
To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>
Subject: FW: [EXTERNAL] Proposed Standards

FYI

From: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>
Sent: Friday, November 12, 2021 11:22 AM
To: Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>
Subject: FW: [EXTERNAL] Proposed Standards

From: Christopher Bruell <christopher.bruell@bc.edu>
Sent: Friday, November 12, 2021 9:44 AM
To: Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>
Subject: [EXTERNAL] Proposed Standards

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The proposed standard for kindergarten children (to have them identify themselves as belonging to some group or other) shows appalling ignorance of what the early childhood experience should be and also incidentally of the principles that have held our multi-ethnic country together for so long. Children should have the experience of approaching one another on the basis of our common humanity and of learning to discriminate among their fellows on the basis of the distinctions that really count: which children are fair, which are kind, which are generous, etc. and which display the opposite qualities of dishonesty, cruelty and so forth. These distinctions transcend the matter of group identity and thus reinforce the children's sense of our common humanity. The proposed "group identifying" blunts the opportunity for children to have this experience so essential to their future lives by telling them, in effect, that the only thing that matters is the group to which one belongs and at the same time a wholly abstract and necessarily ineffective "tolerance" of all groups and group membership as such. No development or proposal that has come to our attention in recent years could be more harmful to the country and to the children themselves than this one.

Christopher Bruell
Professor Emeritus of Political Science

[EXTERNAL] "OPPOSED" Social Studies Standards

Lorrie Martinez <lorriecm63@hotmail.com>

Fri 11/12/2021 11:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am "OPPOSED" to the proposed Social Studies Standards.

Some children already have a hard time learning the basics without being taught about an academic movement which seeks to link racism, race and power. That is straight up racism. We are going back to Jim Crow Laws. All this type of teaching would do is divide our children and our nation. Children's brains are not even fully developed until way into their 20's, so why would the State want to mess with children's mind's this way.

The public schools should focus on teaching children how to read, write, math, science and the history that showed all the good "and" the bad of America, and what America has gone through to get to where we are today and learn from history, and not repeat the mistakes that have been made. This is a teaching of Woke ideology in public schools that begin the division of individuals which is (CRT) Critical Race Theory, in disguise "ethnic, cultural and identity studies".

Thank you for allowing my input.

Sincerely,
Lorrie Martinez
(Grand mother of 14 year old and 5 year old)

[EXTERNAL] Social Studies proposed changes

Amanda Beltran <mandakdib@gmail.com>

Fri 11/12/2021 11:35 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

November 12, 2021

To whom it may concern,

I am writing to express my concerns over the proposed changes to the Social Studies standards. I am a parent of two children who attend Artesia Public Schools and am a former teacher myself, so I am no stranger to education. My children are currently in 3rd and 5th grades, so while I did read through the entire 122-page document, I am focusing on the standards which will affect them over the next couple of years. I agree that our Social Studies standards are out of date and need to be revised to reflect recent historical events, but I have concerns over some of the language included and what exactly it means for our growing children.

In the proposed 5th grade standards, I see that students will be expected to demonstrate knowledge of family and cultural history, but also to associate themselves with identity groups. My first question is what exactly are these "main identity groups?" Does this refer to race? Religion? Gender? Ethnicity? Socio-economic status? Specifically, in 5.31, students are to "explain how groups of people are treated today and in the past is a part of what makes them who they are." It appears our state will pigeon-hole our children into these "identity groups" and pit them against each other. The "haves" will be ostracized for the abuses their ancestors laid on the "have nots." On the flip side, the "have not" identity groups will learn to become victims, feeling entitled to hand outs and sympathy because of abuses heaped on their ancestors, which they may or may not feel the effects of in their lives. In both cases, the students have not participated in any atrocities, yet will be penalized just the same. Also, what happens if a student doesn't fit neatly into one of these identity categories? What if they fit more than one? Should my mixed-race children become victims due to their oppressed immigrant heritage? Or should they feel the weight of guilt from their white ancestors (who may or may not have even been involved in committing atrocities)? Which should they chose to identify with? And which set of grandparents should they ostracize for their ancestral crimes? Why can't we teach family history, cultural history, along with local, state, U.S., and world history without glorifying and magnifying the differences within our classrooms? It feels like we are saying to our children: "This is your culture's past, therefore this is how you must feel limited in your life." Rather, let's focus on how each student's personal experiences and abilities could contribute to society, regardless of their ancestral past. We cannot put children into these boxes and expect them to grow into productive citizens with strong work ethics and proud ties to their heritage.

In the 6th grade proposed standards, again I see this concept of identity and affinity groups. At a time in students' lives when hormones are hitting, insecurities are raging and they just want to fit in, is it wise to give them more reasons to feel segregated, ostracized, and penalized? This way of thinking promotes a sense of entitlement and victimization as well as guilt and self-loathing, all for historical events these children have NO power over. Let's EMPOWER these kids to appreciate their strengths as well as those of their peers, form bonds between them, and create positive energy in their lives!

As a whole, the proposed standards are a long, wordy, complex, yet frustratingly vague document. I'd like to know just how teachers should navigate this document. There are very few specific references to historical figures, events, places and dates. This vagueness leaves teachers having to come up with what it is they are supposed to teach. It complicates their job, which is complicated enough! I foresee the state losing good educators if these proposed standards pass without some serious editing. I also foresee those families who can afford the expense moving their children to homeschool, private school, or uprooting their families out of state to continue their children's education. This will further the divide in NM, taking educators, tax dollars, workers, and future productive citizens away from our state. Thank you for your time and I hope that you consider the impact of this decision on NM families and communities for years to come.

Sincerely,

11/15/21, 10:03 AM

Mail - FeedBack, Rule, PED - Outlook

Amanda Beltran

mandakdib@gmail.com

[EXTERNAL] Social studies standards

Annie Davis-Karim <anniehelendavis@gmail.com>

Fri 11/12/2021 11:36 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I wanted to voice my strong support for the new social studies standards that have been mischaracterized as critical race theory.

I am the parent of an APS student. Part of the reason I send my daughter to public school is the diversity of views and other children she will get to know there. I want her to become knowledgeable and empathetic about the rich culture and many experiences of people in this community. The social studies standards support this goal for all public school students.

Please don't let buzzwords like critical race theory get in the way of good educational policy. I ask you to support these standards.

Best,
Annie Davis-Karim

[EXTERNAL] Support letter for NM social studies stards

Karen Buller <karenradneybuller@gmail.com>

Fri 11/12/2021 11:38 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Board of Directors

November 12, 2021

Karen Radney Buller

(Comanche)

Chair

John Sena

Policy Division

New Mexico Public Education Department

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Deborah Abeita-Torres

(Isleta Pueblo)

Vice Chair

We are writing our formal comments on the proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies.

Edith Brycelea

Treasurer

Nancy Davis

(Turtle Mountain Chippewa)

It is the Mission of the Santa Fe Indigenous Center to serve the 10,000 Native Americans living in Santa Fe County with food distributions, emergency funds for housing and living, cultural classes, cultural social gatherings, and lectures. We serve Pueblo tribal members, Navajo tribal members and over 150 other tribes living in urban Santa Fe.

Cyndi Hall

(Cherokee)

Kathryn Harris Tijerina

(Comanche)

For many years we have been concerned about the accurate portrayal of Native Americans in history, social studies, and civics classes in New Mexico. We feel the new standards are big step in the right direction and we **Support** them. It seems that the large group of educators who worked on these new standards were a diverse group representing all groups living in New Mexico. We at the Indigenous Center are pleased when Native American voices are heard and respected.

Ehren Kee Natay

(Diné)

Linda Lomahaftewa

(Hopi/Choctaw)

The new standards for Social Studies have been disseminated to the Santa Fe Indigenous Center Board have been discussed at our board meeting and we support the newly proposed standards.

Kathleen Romero

(Pechanga)

Samuel Villarreal

Catanach

(Pojoaque Pueblo)

Respectfully submitted,

Carrie Wood

(Diné)



Karen Buller, Board Chair

Santa Fe Indigenous Center

www.santafeindigenouscenter.org

Santa Fe Indigenous Center is a project of the New Mexico Community Foundation, a 501©(3) nonprofit organization.

[EXTERNAL] Statement: Revision of NM State Social Studies Standards

Glenabah Martinez <glenie@unm.edu>

Fri 11/12/2021 11:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Martinez, Glenahah <glenie@unm.edu>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

TO: New Mexico Public Education Department

FROM: Glenabah Martinez, Ph.D

DATE: November 12, 2021

RE: Revised NM State Social Studies Standards

My name is Glenabah Martinez and I am an associate professor at UNM and Director of the Institute for American Indian Education. Every fall semester I teach secondary social studies methods courses required for undergraduate and graduate students seeking licensure to teach middle and high school social studies in the state of New Mexico. Early on, I introduce the students to the New Mexico State Social Studies standards. Not only are they responsible for thinking critically about the idea of “what counts as knowledge and skills in social studies,” but they must also become acquainted with the standards for learning how to plan lessons and units. I am fully aware of the limitations of the current strands, benchmarks, and performance standards in addressing the complexity of human experiences and facilitating a strong historical consciousness. I am looking forward to the newly revised standards for three main reasons:

1. The revised standards demonstrate current thinking about the need to affirm the unique status of Indigenous Peoples in the United States and globally. The National Council for the Social Studies released a position statement in 2018 that affirms the rights of Indigenous People: “In the spirit of the [United Nations Declaration of the Rights of Indigenous Peoples]...NCSS recognizes that Indigenous Peoples have the right to dignity in education, and to see and experience their cultures, traditions, histories, and ongoing sovereignty movements affirmed in social studies curriculum and classrooms” (*Social Education* 82(3), p. 168). There is a strong link between the position statement with the eight guiding principles that shaped the revised standards.
2. The pedagogy of history – New Mexico, United States, and World/Global – is most effective when historical thinking skills of *corroboration, historiography, contextualization, historical empathy, change and continuity, ethical judgement, argumentative writing, identifying historical significance, and sourcing* are embedded in curriculum and instruction. Collectively, these skills work best when they are aligned with social studies standards such as the proposed revised framework.
3. History and social studies educators are part of the education that our youth receive as they learn about informed civic engagement. I am convinced that the revised social studies standards provide a means for the youth of New Mexico to exercise agency and make meaningful contributions in multiple settings from the local to global.

At the foundation of the three reasons articulated above is the pedagogical utility of a critical sociocultural approach to history education. As Epstein & Peck (2018) note: “We conceive of historical narratives as embedded in complex webs of power relations that influence whose and which historical narratives are legitimated” (p. 7). The guiding principles and operationalization of the revised New Mexico State Social Studies Standards is a pedagogical response to facilitating a strong historical

consciousness among our students and reinforcing the significance of civic engagement. I wholeheartedly support the rearticulation or revision of the New Mexico State Social Studies standards.

TO: New Mexico Public Education Department
FROM: Glenabah Martinez, Ph.D
DATE: November 12, 2021
RE: Revised NM State Social Studies Standards

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[EXTERNAL] PED hearing 11.12.2021

Beth Isler <brisler@hotmail.com>

Fri 11/12/2021 11:49 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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[#parentsmatter](#)

To All citizens of NM,

Do not force CRT into NM schools! 26 states have removed this damaging view point from their schools. And now, NM PED is trying to force it upon our students. Wrong move PED!!! NM schools are already at the very bottom in education. This move will only prove to cement that last place mentality. Our students, our teachers, our citizens deserve better!

Retired NM Teacher,
Beth Isler

[EXTERNAL] Submission of Public Comment for Proposed Social Studies Standards

Emily Wildau <ewildau@nmvoices.org>

Fri 11/12/2021 11:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good morning,

Attached is a letter stating New Mexico Voices for Children's support of the proposed social studies standards.

Best,

Emily Wildau, MPP

(she, her, & [why this matters](#))

Research & Policy Analyst/KIDS COUNT Coordinator

New Mexico Voices for Children

625 Silver Ave SW, Suite 195

Albuquerque, NM 87102

C: 575-910-8769

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Psy.D.
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Olivia Underwood
Jackson, Ph.D.

Rev. Dr. Robert Woodruff

November 12, 2021

John Sena
Policy Division
New Mexico Public Education Department
Via email: rule.feedback@state.nm.us

Dear Mr. Sena,

History is written by the victors – the invaders, the colonizers, the empire builders. But theirs is never the only side of the story. In the case of America, the nation’s story has been almost exclusively told by white men. Americans of color are given little, if any, voice in the narrative. Because of this, too many of New Mexico’s children – more than 75 percent of whom are children of color – don’t necessarily see themselves or their communities reflected in history’s retelling. What’s more, due to erasure and exclusion, many children of color in the state cannot help but see themselves portrayed in American history as the vanquished and the over-run.

We know that students are more engaged in their studies when they see themselves and their communities represented in positive ways in the curriculum. But American pedagogy has ignored that need for far too long.

We believe the new social studies standards being set forth by the New Mexico Public Education Department are a step in the right direction, and we approve of them. Not only are these new standards an improvement, but these changes are a necessary part of the remedy in response to the Martinez/Yazzie lawsuit. The current standards lack material that is culturally relevant for our diverse student body, giving only cursory exposure to cultural diversity and the influence of historical events, culture, and people on present-day society.

We have several reasons for our approval of the proposed social studies curriculum:

- The proposed standards add a focus on ethnic, cultural, and identity studies. This is responsive to the spirit of the Martinez/Yazzie ruling to provide a culturally and linguistically relevant curriculum for New Mexico students. The goal of this standard is to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation. With this standard, all students will see their communities and identities reflected in the historical narrative, making the content more relevant to their daily lives.
- One of the goals of the new standards is to provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their and others’ experiences. This also helps them to see that the same event can be interpreted differently depending on how a community or individual is or was situated within a society.
- Another strength of the revised standards is the new focus on inquiry. Previously, students have been asked to memorize certain dates and give a

basic account of some historical events. With the new anchor standard of inquiry, students will be asked to apply a higher level of thinking – instead of treating history like a memory exercise, the new standards ask students to explain the significance of events and why they are important today.

- Another overarching strength of the proposed standards is the willingness to openly examine our nation’s past and how it affects present society. Some say it is divisive to talk about the differences between communities or to teach that our nation’s past mistakes have led to problems we are still dealing with today. However, it is more accurate to say that these standards are seeking to teach students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals. The shift in how we teach social studies is intended to strengthen students’ ability to look at our past critically so our future can benefit. It is intended to teach students that it is okay to respectfully disagree with past decisions made by leaders, and that it is natural to have complicated feelings about complex issues.
- Perhaps most significantly, the new standards bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy. Throughout the proposed standards, students are asked to apply democratic procedures and deliberative discussion to solve issues in their classrooms and communities. This is important and valuable in order to prepare students to become engaged and thoughtful members of society after they leave the education system.

Ultimately, the revised standards will provide students with critical thinking skills that will greatly benefit them throughout their lives. Implementing the standards will prepare students to form their own opinions, to support their arguments, and to see a much richer picture of our state and nation’s shared history – as well as the roles their own ancestors played in shaping it.

Unfortunately, a great deal of angst has been expressed over the new standards. We believe the hysteria that has cropped up against the changes is just that – hysteria. It is based on a political ploy put in place to whip up fear in order to drive voters toward a very narrow end of the ideological spectrum. Those who rail against critical race theory (CRT) not only invariably know little about it, but they also seem to see it in every attempt to engage in reasonable, inclusive conversation about the history of race and power in this country. These social studies standards are not the boogeyman of CRT that so many have been encouraged to fear and fight. The anti-CRT comments should be taken for what they are: misplaced concerns about a phantom menace that has been erected to take advantage of people’s fears.

The updating of our social studies standards is long overdue. We urge the PED to adopt these new social studies standards.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. C. Jimenez', with a large, sweeping flourish extending to the right.

James C. Jimenez
Executive Director
New Mexico Voices for Children

[EXTERNAL] Proposed social studies standards

Consuelo Juarros Valdez <cjuarrosvaldez@gmail.com>

Fri 11/12/2021 11:53 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I want to share my support for the proposed social studies standards which are being considered for adoption. The students in our schools not only need the exposure to the content being considered, but also rigor of the analysis & inquiry required by the standards. We should never be afraid of knowledge and & truth. We need citizens who will ask questions & who will be able to think for themselves. These standards will promote this among our students.

Sent from my iPhone

[EXTERNAL] Approval of social studies changes

Sharon Kayne <slkayne@comcast.net>

Fri 11/12/2021 11:54 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

Please mark me down as a person who agrees with the new social studies standards and thinks they are an improvement. For far too long children of color have only seen themselves as victims and second-class citizens when the history of this nation has been taught. They need to learn about the contributions their ancestors and communities made as well.

And please ignore all the bellicose bluster about critical race theory. That whole demon is manufactured and was whipped up as a political ploy to play on people's fears. These new standards are NOT critical race theory, nor are they going to "made white kids feel bad" (one of the more idiotic complaints I've heard about teaching American history from multiple perspectives).

Thank you,
Sharon Kayne
Albuquerque, NM

[EXTERNAL] Social Studies Standards

Jennifer Tucker <jennifertucker@unm.edu>

Fri 11/12/2021 11:56 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear committee,

I write to encourage you to accurately teach about race, racism and US history as you update the social studies standards. As a professor at UNM, I believe it is necessary and urgent that we prepare our students to build better futures by accurately teaching about the good and the bad of US history. There are those who claim that teaching the true history of slavery, settler colonialism and the present-day realities of institutional racism is divisive. However, we will not be able to move forward as a country by covering over difficult truths. Our students deserve diverse perspectives and a social studies curriculum that helps them understand the complexity of contemporary challenges, especially around race and racism, by providing them with an accurate history of how we got here.

All the best,
Jennifer

Jennifer Tucker, PhD, MPP, MA (*she/they*)**Assistant Professor****Community + Regional Planning****University of New Mexico**UNM is on unceded [Pueblo land](#)Sign up for office hours: <https://www.wejoinin.com/sheets/vifln>[Faculty bio](#)**Fulbright Scholar 2019-2022**New article: [Outlaw Capital: Accumulation by Transgression on the Paraguay-Brazil Border](#)New article: [Informal Work and Sustainable Cities: From Formalization to Reparation](#)

[EXTERNAL] Revisions to state Social Studies standards

Elizabeth Johns <elizjohns@gmail.com>

Fri 11/12/2021 11:57 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena

Policy Division

New Mexico Public Education Department

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Dear Mr. Sena:

My name is Elizabeth Johns, and I am a resident of Albuquerque. I am in favor of the proposed revised Social Studies standards. I thank those educators who worked on the standards revision committee for their efforts.

I attended high school in Florida during the Civil Rights era. It was an all-white school, and while my family and I were transplanted northerners and certainly not pro-segregation, it was easy to acquiesce to the status quo—specifically, that black students were attending a separate high school in a poorer part of town. Our social studies classes didn't help us students think about the lives of the other kids across town or the inequality we were all living.

One powerful way of thinking about a social studies curriculum is to consider the variety of students who will be learning from it. We can think of curriculum as a mirror, reflecting back to the students an image of who they are, and affirming the culture of which they are a part. We can also think of the curriculum as a window, open so they can see the world beyond what they know from their own culture and experience.

For many students who are of European ancestry, the social studies curriculum of most American states has been primarily a mirror, reflecting a history of people that look like themselves, and a culture that is familiar from their own experiences and with which they already identify. That same curriculum has seldom been a window, providing much information about the history, culture, and perspectives of the descendants of the original inhabitants of this land, or of people of African, Latin American, or Asian heritage.

On the other hand, for students who are Indigenous, or are descendants of people from Africa, Latin America, or Asia, the social studies curriculum has provided a window on the history and culture of Americans whose ancestors came from Europe. In fact, it has presented that understanding of history and culture as the one and only correct way to think about the world in which we live, a process we now refer to as assimilation. It has failed to be a mirror, a reflection of their own history and culture as something of worth.

All our students need a social studies curriculum that provides both mirrors and windows, affirming what is positive in their own history and culture, whatever that might be, and also exposing them to the histories and cultures of many other peoples.

The New Mexico social studies curriculum now under consideration could provide both mirrors and windows for all students. I strongly support that inclusive curriculum.

Sincerely,

Elizabeth Johns
3136 Indiana St. NE
Albuquerque, NM 87110
(207) 745-6719

November 12, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

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Sincerely,

Elizabeth Johns
3136 Indiana St. NE
Albuquerque, NM 87110
(207) 745-6719

[EXTERNAL] Rule feedback abq 11/12/21Princess Daisy <ryoung8884@gmail.com>

Fri 11/12/2021 11:58 AM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I am an Albuquerque resident who has concerns for the curriculum change proposed. I am a disabled woman who recently obtained her Bachelors. I struggle with the knowledge that I am deemed a person who needs help and assistance that is not available to others, I only receive assistance because I am a woman and disabled. This has caused me issues with wondering if I made it this far only because people saw me as needing help or special treatment. I can not say I did this on my own because of who I am inside and all the hard work I did put in. I only can say that I made it this far because of special treatment and wonder if I truly deserve my degree.

I do not wish this on any girls growing up, or any other child who is disabled, wondering if society didn't just give them handouts. Teaching children to treat others differently because they may not have had it as easy is the step in the wrong direction.

We instead need to enforce them to get to know an individual before making any assumptions. This is how we remove stereotypes and truly protect and encourage women and the disabled. I truly believe this applies for skin color as well, based on many conversations with diverse groups of friends. I do not support hyper focusing on stereotypes.

thank you,
a very concerned individual

[EXTERNAL] Fwd: Public Comments- Social Studies Curriculum and CRT/ Social Emotional Learning

Stephanie Gabaldon <selozano252@gmail.com>

Fri 11/12/2021 12:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: shawnaaustin2004@gmail.com <shawnaaustin2004@gmail.com>

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----- Forwarded message -----

From: **Gabaldon, Stephanie, NMDOT** <Stephanie.Gabaldon@state.nm.us>

Date: Fri, Nov 12, 2021, 11:57 AM

Subject: Public Comments- Social Studies Curriculum and CRT/ Social Emotional Learning

To: Stephanie Gabaldon <selozano252@gmail.com>

November 12, 2021

My Stephanie Gabaldon and I'm a mother of children in the Grants/ Cibola County School District.

Today, I'm speaking out against the proposed changes to the New Mexico Social Studies Curriculum include lessons that closely resemble "Critical Race Theory (CRT), which divides students into either "oppressor" or oppressed" and is highly rooted in Marxist ideology.

Not only does CRT discriminate against white people, but it hurts minorities, too. It forces young black and Hispanic children to accept they will always be victims and that under our current system, there is nothing they can do to improve their lot in life. It also advocates lowered standards for minorities and strips them of agency. Teaching CRT is not just unconstitutional — it is demonstrably false and cruelly immoral.

CRT "seeks to find racism in every part of American society. It is poisonous. It should have no place in our schools." Martin Luther King Jr. "looked to the day when all of us would be judged by the content of our character, not the color of our skin" in his 1963 'I Have a Dream' speech. America embraced that goal and we have made great progress. Alarmingly, critical race theory does the opposite.

Until now, a total of 21 American states have oppose the teaching of critical race theory curriculum in school to discuss racism and sexism. Therefore, ask that New Mexico Public of Education also oppose the teaching of critical race theory.

State Attorney General who oppose CRT Curriculum in Schools

Indian	Kentucky	Texas
Alabama	Louisiana	Utah
Alaska	Mississippi	West Virginia
Arizona	Missouri	
Arkansas	Montana	
Florida	Nebraska	
Georgia	Ohio	
Idaho	Oklahoma	
Kansas	South Carolina	

Thank you,

Stephanie Gabaldon
PO Box 973
Grants, NM 87020
Email: Selozano252@gmail.com
Phone: (505) 290-1282

[EXTERNAL] Social Studies Standards feedback

Tony Watkins <advocates4equity@gmail.com>

Fri 11/12/2021 12:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the opportunity to provide input on the proposed new social studies standards.

I believe the principles cited at the beginning of the document are very strong. However, I would like to see fostering an analysis of the root causes of inequalities across race, class, gender, sexual orientation, ability and immigration status and the moral imperative to act showing up at much earlier grade levels. Otherwise, our children will continue to be faced with unlearning a false meritocracy ideology as they get older. Teaching children "what makes a good citizen" in this country and the value of hard work will do damage without an analysis of how this country came to be so unequal in the first place. A good start would be making sure every kindergartener knows that only white people were allowed to vote in this country based on the Naturalization Act of 1790, and that using someone's race in determining who could and could not be a citizen was not changed until the Immigration and Nationality Act of 1952. A similar analysis of the laws governing interracial marriage could be introduced in kindergarten, as well, and would be equally as accessible.

Children in elementary school need to learn how racism, in particular, was embedded through laws and court cases from the very beginning so they don't internalize unhealthy and inaccurate beliefs about why white people fare better in every institution in this country than people of color. Young minds can handle that analysis, in fact they require it, before racism and internalized oppression take hold of another generation.

Young students are also capable of analyzing the many ways institutions continue to perpetuate racism today. It is very important that they learn this early on so they can identify and interrupt racism in their classrooms, schools, families and communities.

Sincerely,

Tony Watkins

[EXTERNAL] NISN Comments on 6.29.11 NMAC, Social Studies

Nathan Morrison <nate@nacainspireschoolsnetwork.org>

Fri 11/12/2021 12:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

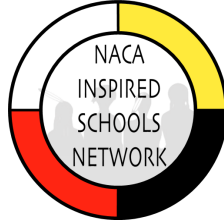
Cc: Anpao Duta Flying Earth <anpaoduta@nacainspireschoolsnetwork.org>

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Hi Mr. Sena, I've attached public comment from the NACA Inspired Schools Network (NISN).

--

Nate Morrison
Senior Director, Strategy and Development
NACA Inspired Schools Network
(505) 933-2643



November 12, 2021

Mr. John Sena
Policy Division, New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena,

The NACA Inspired Schools Network (NISN) appreciates the opportunity provided by the New Mexico Public Education Department to comment on the proposed replacement of 6.29.11 NMAC.

At NISN—a nonprofit that supports the articulation of Indigenous education through community-designed schools—we believe that students, families, and communities should receive high quality education that is grounded in excellent and relevant content and context. Our schools reflect the identities and histories of the communities they serve, and our organization brings state and national perspectives from Indigenous communities.

We support updating and revising the New Mexico social studies standards. Intentionally designed standards are a necessary component of the state's Yazzie/Martinez response, and an update is overdue. On the whole, the NACA Inspired Schools Network supports the proposed draft standards.

We appreciate that the standards implement an inquiry-based framework

NISN helps schools develop curriculum and instructional materials that sustain and revitalize Indigenous culture. We use a backward design framework that emphasizes performance tasks and authentic audiences, along with identification of big ideas for cultivating student understanding. The proposed standards were designed with an inquiry framework in mind and include corresponding themes that spiral through every grade level, which aligns well with our approach to curriculum design.

Students benefit when they see people like them reflected and celebrated in school

We appreciate the inclusion of Anchor Standards 19-21, centered on identity development. All the schools in our network have, to some extent, centered their missions on cultivating a strong sense of identity for students. There are many proof points in our work with schools that show

overall wellness and academic achievement is increased when children see themselves, their families, their histories and their experiences reflected in the curriculum.

Far from a radical idea, this is just good teaching. There has been bipartisan consensus on the importance of identity development for Native youth for over 50 years. The 1969 Kennedy report, titled “Indian Education: A National Tragedy—A National Challenge,” found broad racism within the Bureau of Indian Education and concluded “creative, imaginative, and above all, relevant educational experiences can blot the stain on our national conscience.” Since then, New Mexico has implemented the Indian Education Act to “ensure equitable and culturally relevant learning environments,” and the US Congress has passed a series of bipartisan laws to “to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions, and cultures.”

We care for our children when we are honest with them

As New Mexicans, we know the history of our state is complex. Schools should celebrate the strengths of our state, people, and nations, and should also teach our full history, including the terrible impacts of racism. Our social studies classrooms can hold this complexity. Our children are strong enough to handle hard conversations. We support standards that lead to meaningful discussions and analytical thinking, encourage our children’s fundamental right to freedom of thought and expression, and expand our children’s ability to understand historical and current events.

PED should ensure the final standards intentionally recognize Indigenous perspectives

The proposed standards must acknowledge and reflect the experiences of Indigenous populations in our state and country, and explicitly counter narratives that would minimize their contributions. The standards should also address the facts about colonization and the founding of this country and the impacts they have had on Indigenous communities. The strengths, genius, and contributions of Indigenous communities should be intentionally uplifted and taught in every school. Anything less is inadequate for our children.

As Judge Singleton noted in *Yazzie/Martinez v. State of New Mexico*, the New Mexico Indian Education Act requires that the State provide “culturally relevant instructional materials for American Indian students enrolled in public schools.” The Court ruled that Native American children in New Mexico Public Schools cannot access a constitutionally adequate education without culturally relevant materials.

School districts make decisions about curriculum by looking at the state standards. Too often those standards do not intentionally recognize Indigenous perspectives, and districts’ instructional materials do not represent Native people. The most recent National Indian Education Study, released earlier this year, found that only 23% of Native 8th graders use materials in school that represent Native people more than once or twice a year. Without standards that center Indigenous histories, this reality is unlikely to change. Standards which center Indigenous perspectives will encourage public schools to adopt instructional materials that represent Native points of view. This is good for the educational progress of Native

students, who see themselves reflected in the curriculum, and for all students, who are exposed to a more complete understanding of the history of our state and nation.

The standards must center Indigenous perspectives because they are core to the history of this place, because doing so is good for students, and because New Mexico cannot comply with *Yazzie/Martinez* without ensuring Native students have access to culturally relevant instructional materials.

Clarify some standards before adoption

While we acknowledge that the updated standards are written in a way that is accessible to all learners, in some places the standards are vague and leave significant room for interpretation. As an example, we suggest a revision around the use of the cognitive verb “compare” as it is situated in certain standards. The second grade standard 2.13 states, “Compare diverse world communities in terms of members, customs and traditions to the local community.” Additional language should be included so that implementation of this standard in the classroom does not leave room for students to loosely compare and rank traditions. Instead, the standard should place emphasis on developing or increasing understanding of customs and traditions.

On the whole, the proposed standards demonstrate progress.

By incorporating an inquiry-based framework and ensuring more students see themselves reflected in the school curriculum, the standards have potential to strengthen the educational experience for all New Mexico students. They can be made even stronger with intentional revisions. We support PED’s efforts to revise and update the NM social studies standards and are open to engaging in dialogue on how to improve them. Please feel free to email us at anpaoduta@nacainspiredschoolsnetwork.org.

Wopila! Da wah eh!



Anpao Duta Flying Earth
Executive Director
NACA Inspired Schools Network

[EXTERNAL] Social Studies Curriculum Proposed Changes

Constance Mussells <cmussells@gmail.com>

Fri 11/12/2021 12:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a proponent of the changes proposed to the State Social Studies curriculum. Especially in these polarized times, teaching our children about our history (all of it, including the not-so-great stuff) and about tolerance is crucial.

Educating our young people about how our country works is imperative. One only has to glance at the news to see the misleading and misinformed coverage of the basic tenets of our society. We need citizens who, because they have learned basic civics, understand what is true and what isn't.

Let's see these standards implemented as they were written, I believe they will be a change for the better.

Constance Mussells
5019 Night Hawk Drive, NE
Rio Rancho, NM 87144

[EXTERNAL] I support the social studies standards

Jeremy Sment <jeremy.sment@gmail.com>

Fri 11/12/2021 12:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am very proud and impressed with the important improvements in the social studies and stem ready science standards laid out by the PED. On the contrary, I was shocked and disappointed to see the NM GOP's politicized open letter to the PED regarding the new science and social studies standards. Moreover, I'm concerned that there is a coordinated strategy as seen in recent school board elections to control the narrative in our schools in a way that exacerbates racial and partisan tensions and demonizes the teaching of racial inequality in our communities.

Now, more than ever, we need to protect our students from politicized, biased, and censored messaging and give them a comprehensive understanding of the social, and environmental implications of the world today. Science standards should not be used to censor factual information. I am passionately supportive of teachers and administrators being unhindered by politics while teaching civics, economics, and politics.

On behalf of our students, thank you for working to protect critical thinking and evaluation of diverse opinions and sources, facts based on measured data from reputable and diverse sources with peer reviewed consensus, and historic truth based on sourced records and research from diverse cultures and perspectives.

Jeremy Sment
505-506-8006
6628 Lafving St. NE
Albuquerque, NM 87109

FW: [EXTERNAL] Statement: Revised State Social Studies Standards

Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Fri 11/12/2021 12:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

From: Sena, John, PED <John.Sena@state.nm.us>

Sent: Friday, November 12, 2021 12:03 PM

To: Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

Subject: FW: [EXTERNAL] Statement: Revised State Social Studies Standards

FYI

From: Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>

Sent: Friday, November 12, 2021 11:57 AM

To: Sena, John, PED <John.Sena@state.nm.us>; Costales, Jacqueline, PED <Jacqueline.Costales@state.nm.us>

Subject: FW: [EXTERNAL] Statement: Revised State Social Studies Standards

For feedback.

-Gwen

From: Glenabah Martinez <glenie@unm.edu>

Sent: Friday, November 12, 2021 11:51 AM

To: Warniment, Gwen, PED <Gwen.Warniment@state.nm.us>; Lee, Tiffany S. <tslee@unm.edu>; Tso, Lashawna, PED <Lashawna.Tso@state.nm.us>

Subject: [EXTERNAL] Statement: Revised State Social Studies Standards

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Hi,

Here is my statement. I will tune in for the hearing as well. Do we need to register to speak? If so, what is the link? Thank you.

Glenabah

TO WHOM IT MAY CONCERN: RESPONSE TO MLG'S PED standards

Thoughts on teaching Critical Race Theory ideology proposed by MLG/New Mexico

If America is founded on freedom, then we must understand that freedom begins at home, with love and caring for our fellow humans. Every country in the world seems to have some form of prejudice--class, economic status, religion, skin color, whatever. It is not logical--it is emotional. Those entrenched in prejudiced racist ideology present their ideas as TRUE, and thus can use any manner of excuses and explanations for their beliefs "because they are true." But that is what they are selling--belief. NOT TRUTH. Not only that--their "Truth/belief" is has an agenda we must be aware of.

Children's minds are delicate, impressionable, and aware. Kids have very few innocent years to experience their own world presented by their family group before they are forced to navigate the barrage of adult reality foisted upon them from every possible corner of the globe. They are susceptible to a barrage of attitudes, subtle messages, TV/electronic propaganda, and by what we now know as professional brainwashing by big tech. The result--a generation of young adult suicides. How's THAT for caring for our youth? Brainwashing masquerading as TRUTH.

If we are sovereign beings, and I believe we are, then our upbringing springs from and depends upon the intrinsic love from parents/family/early surroundings. Why are we here if we are not to love our children, teach them right from wrong? School could be an extension of that wisdom IF our teachers are themselves carrying that kind of wisdom in their hearts. I read a simple statement recently: "All racism is personal" -- and it seems to me that the proponents of CRT are the racists in this situation. Up close and personal. They appear to hate Americans--and by extension America itself. They want to personally indoctrinate every one of our children. Where is kindness, caring, compassion, and an interest/respect for original thinking as children begin to develop their own minds? "It doesn't matter what your mom or dad said...listen to what we tell you. We know TRUTH."

Critical Race Theory appears to focus on destroying human beings' critical thinking skills, using some dystopian logic masquerading as truth, rather than wisdom, compassion and love. It would seem that CRT theorists have spent decades carefully rehashing/regurgitating Marxist dogma and repackaging it as TRUTH--then infiltrating it into our schools. I can only observe that CRT proponents actually want to destroy America using hate and division to incite violence, thereby undermining the structure of society. This has nothing to do with rational thinking. Instead, CRT demands we fall victim to their distorted views. There is a quest for domination, and we must awaken to this very carefully executed plan before it is too late--maybe it already is. Allowing CRT to be taught in schools to children of any age is criminal.

Are there people who are prejudiced--you bet. Racists? You bet. But it is personal, not a "plandemic" to hate people of another color--unless you try to teach it to children--THAT IS A PLANDEMIC of epic proportions to change a culture. CRT has an agenda. To use a theory developed by racist dogma to force others to agree to victimhood is ridiculous. To learn the enormous lessons of compassion, love and acceptance of humanity in all its foibles is what we should be teaching. NOT a full-blown assault on American citizens.

Barbara Hamaker
Resident of Albuquerque, NM

[EXTERNAL] PED comment to social studies curricula

Curt Chester <cchester82@gmail.com>

Fri 11/12/2021 12:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Honorable leaders

It is high time to return to teaching children. The battle over teaching "politicized perspectives" such as "you are a certain way of you are "X" instead of history -good and bad undermines educational quality and significantly complicates teacher ability to TEACH and help children achieve.

I agree that critical thinking is a necessary skill for healthy citizens to maintain. But it is about presenting the full account of history and letting children discuss and arrive at conclusions that represent their understanding - NOT bias plantings of one viewpoint without factual representation of another.

This curriculum is unhealthy, detrimental to a child's health and development, and counterproductive to quality education.

But I have a solution, return to teaching reading, writing and arithmetic. Encourage thoughtful expression in writing assignments and promote discussion to think. Incorporate more art in education to allow for expression, and upgrade critical technology infrastructure state-wide to bring resources to our students.

STOP teaching agendas and return to TEACHING OUR CHILDREN!!

If NMPED cannot do that then they are not fulfilling and complying with their mission, goals, and objectives.

We ARE LAST -LETS BE FIRST!!

Curtis Chester
Eddy County

[EXTERNAL] PED Proposed Social Studies Standards: In Favor

Josette Arvizu <josette@progressnownm.org>

Fri 11/12/2021 12:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am strongly in favor of social studies standards that emphasize critical thinking and inquiry into the roles that our diverse communities have shaped the U.S., the land that would become the state of New Mexico and a truly inclusive approach to the many-faceted stories that make our history.

I applaud the state for responding to the much-needed culturally relevant needs of indigenous students, hispano/latinx students, and many others whose stories have not been widely told (Jewish settlement in the area and work during the Holocaust to protect their relatives in Europe, the Black communities in Las Cruces and Albuquerque that have long lived here and built our cities) and furthering the hard work that many excellent teachers have begun in these areas for the past two decades and even before, when I was a student in Los Lunas Schools in the 1980s and 1990s. I am a product of NM public schools and have thrived with the expert instruction from my honors and AP coursework in college and graduate school. All students would have access to excellent instruction and a culturally relevant approach to history and other subject matter in the schools.

Thank you,

Josette Arvizu (she/her)

Deputy Director

ProgressNow New Mexico

505.357.0485

[EXTERNAL] S.S.curriculum NMAC 6.29.11

Ian Devlin <devlinelectric01@gmail.com>

Fri 11/12/2021 12:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

As a patriot of the United States, as a former student of APS and a parent of a student in APS ; I am ADAMANTLY OPPOSED to the Racist, Un-American, Marxist ideology that is being brought forth by CRT or SEL or any other pseudonym they try to hide behind. I , and many other parents and Patriots will not stand idly by while you poison the minds of our youth. We The People are sick and tired of having our children put in the middle of the political bologna. We're not putting up with it anymore. We're taking our country back. Our History back and most importantly our Kids back! CRT teaches kids to feel either ashamed of their skin color or that they are victims because of their skin color. I can't think of more racist. And to try to brainwash our kids into this is, unethical and immoral, to say the least.

If this gets implemented into APS there will be a Mass Exodus from the public school system. Myself and others are already sick and tired of the draconian mask mandates enforced upon our children. Kids need fresh air and sunshine. They need to see smiles and expressions on faces. We've already had enough of this. Turn it around or we'll turn it around for you. This is your last chance.

[EXTERNAL] CONCERNS

Loretta Ramirez <loramirez@yahoo.com>

Fri 11/12/2021 12:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

After reviewing the proposed changes, I am very concerned that the State of New Mexico has not heeded the very loud voices of parents across the United States opposing the teaching of Critical Race Theory in our schools. It is apparent, although masked, that this is the goal of these new standards. Seeing words such as Diversity, Inclusion, and Equity is indicative that this new proposal is in fact, founded in the teaching of CRT. I agree that New Mexico is a beautiful state that houses many cultures, beliefs, and peoples that warrant teaching, but the tenets below are SOME of the examples in the new standards that are a blatant imitation of CRT:

STARTING IN KINDERGARTEN:

K.22. Communicate a positive view of themselves and identify some of their group identities.

1ST GRADE

1.24. Explain how student and individual identities are part of what makes each person unique and special.

2ND GRADE- no blaring wording, but very vague standard for this specific grade

2.27. Express a positive view of themselves without being mean or making other people feel bad.

3RD GRADE

3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

4TH GRADE

- NM history has appeared to be untouched by new standards, which I am very happy about. Again, if we teach about the beautiful cultures within the state and not focus how "we" are better or inferior to other cultures, then our children can learn to respect and value others. The role of educators is to teach the facts of a culture, religion, and peoples, but it is the role of the parent to teach their children to love one another and to respect those they may not understand.

5TH GRADE

5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.

5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.

6TH GRADE

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

7TH GRADE

7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.

8TH GRADE

8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.

8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.

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

HIGH SCHOOL

9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy.

9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

In the proposal, there is no evidence of literature or authors that were used to establish these new standards. What pedagogy supports these new standards? In my profession, we are required to use evidence-based practices and publish the author/scientist or ideology that supports our treatment. I see none of this in these proposals and if they are available, they are not easy to find. I am also concerned that the district my children attend did not give parents sufficient time to review and discuss these new proposals which makes me wonder if NMPED is trying to covertly pass these new standards.

I am concerned and am willing to remove my children from the public school setting if this movement progresses in New Mexico's educational standards. I hope that Governor Michelle Lujan Grisham and all of the elected officials would hear our voices and understand that we, as parents, are very well aware

that our vote matters. We also hope that you would hear the voices of those nationwide that spoke with their vote to remove those in office that refuse to understand that we want what is best for our children and that we DO NOT agree with anything that resembles CRT. I am from a family of educators and I GREATLY appreciate the tasks that many teachers must complete and I understand the challenges that they face, but I believe their focus should be on teaching educational content, not ideologies and definitely not morals, that is my job and responsibility.

I do wish I would have had more time to do more research with each standard, but I had one evening. I also wish I could attend the 1:00 pm meeting today, but I work. I would ask that NMPED would consider working parents when scheduling these meetings and possibly extending the timeline so that more parents can participate.

I appreciate any feedback and am willing to provide additional information if needed.

Deeply concerned and disheartened,

Loretta Ramirez
Parent of 3

[EXTERNAL] In Opposition

Lupe Cerquera <hiz777@hotmail.com>

Fri 11/12/2021 12:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

We are writing in opposition of the new proposed K-12 Social Studies Curriculum Standards.

Our opposition is based on our belief that they incorporate flawed concepts of Critical Race Theory and impose a liberal bias to historical and social events that are being imposed on our New Mexico children.

The education of Social Studies should not be taught to indoctrinate students with false theology that our country is racist and that all things are blamed on oppressed and oppressor or that our country should adopt a socialistic system in exchange for a capitalistic system.

We also believe that personal political views should be left out of the classroom.

Sincerely yours,

Pablo and Maria Cerquera

[EXTERNAL] Comments to proposed changes to NM social studies curriculum

Doug Brown <doug.brown.abq@gmail.com>

Fri 11/12/2021 12:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Members of the PED:

I am submitting my comments to the proposed changes to the New Mexico social studies curriculum. I am very concerned with the content of these changes, which closely resemble Critical Race Theory.

I am a retired Senior Scientist of Sandia National Laboratories, and I ran for the APS School Board in the 2017 election cycle. I only say this to indicate my interest in the educational system and to make the point that I am educated, interested, and informed regarding this topic.

I am also an elder (lay pastor) in my church. I feel responsibility for roughly 80 children and teens who attend my church. Their spiritual, emotional, and physical well-being is of paramount importance. I am also interested in this topic because what is being taught in our schools affects all of our society for a very long time. As a grandfather, I want to see my grandchildren and their children grow up in a stable, healthy society.

The big problem with Critical Race Theory is that it divides people into competing, antagonistic groups, rather than helping them unite in a mutually-supportive community where everyone is treated with love and respect. Nothing good is achieved when people are divided into oppressors and oppressed based upon the rather superficial characteristic of skin color. This causes one group to be shamed and feel guilty and the other group to become angry and filled with hate. We have enough angry, hate-filled people in our society without trying to fan the flames and create even more. This simply leads to the further disintegration of our society.

I believe the solution to racial harmony in our society is to be found in the principles of love, respect, and forgiveness taught by Jesus Christ. Clarence Washington, a black pastor here in Albuquerque and a personal friend of mine for many years, recently published a four-volume set of books entitled "Hijacked: How Dr. King's Dream Became a Nightmare". In the first volume he explains the nature of Martin Luther King's dream and the methods he proposed to achieve it. In a nutshell, Dr.

King believed in the principles of Jesus and in the foundation expressed in the Declaration of Independence - that all men are created equal and are endowed by their creator with certain inalienable rights, including life, liberty, and the pursuit of happiness. He wanted to see all races receive these rights. But he was also very clear that only certain methods should be used to achieve his dream - including non-violence, self-respect and self-control, and unity. He also said we should replace Hateful Unforgiveness with Loving Forgiveness. If our schools are to be inculcating any principles into our children, these are the ones that will be best for our society.

The principles of Critical Race Theory being proposed for the NM social studies curriculum will only lead to anger, hatred, and ultimately violence that will tear our society apart. These are Marxist principles that are designed to destroy a society so that a new totalitarian society can arise in its place. If that is what you really want to achieve, then you will proceed with your plan to adopt Critical Race Theory. I hope you will instead choose to adopt and teach the principles of our founding fathers that made our nation great. And I pray that you will teach our children to love and respect one another rather than divide them into competing, antagonistic groups. The survival of our society depends upon it.

May God bless you as you make this important decision.

C. Douglas (Doug) Brown
12801 Granite Ave NE
Albuquerque, NM 87112
(505) 280-4083
Elder, Mountainside Church of Christ
Sr. Scientist (ret.) Sandia National Laboratories

[EXTERNAL] Letter of Support for the Revised Social Studies Standards for NM Public Education

Cynthia Pelak <cpelak@nmsu.edu>

Fri 11/12/2021 12:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Policy Division of the NMPED,

I am writing in support of the new Social Studies standards for NM primary and secondary public education in New Mexico that have been established.

As a professor of Sociology at NMSU over the past 12 years, I have had the distinct privilege and pleasure of teaching and learning from NMSU students about their social histories and the social institutional forces in past and present New Mexico and beyond.

I have observed first-hand the strengths and weaknesses of social scientific knowledge and related skills of inquiry that undergraduate students bring to my introductory level classes. After reviewing the proposed changes, I am confident that these curriculum changes will have a positive effect on all New Mexican students today and in the future.

Facing our shared histories as human beings is no easy task, but the rewards are great. I want to offer my sincere thanks to all the individuals and groups who have contributed to this difficult work of updating the social studies curriculum. Congratulations on a job well-done!

All the best,

Cynthia F. Pelak

Cynthia Fabrizio Pelak, Ph.D.
Associate Professor, Department of Sociology
Faculty Affiliate, Borderlands and Ethnic Studies Program
New Mexico State University

MSC 3WSP

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WEBPAGE: <https://sociology.nmsu.edu/faculty/faculty-pages/drcynthiafabriziopelak.html>

"Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. ... Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

Eleanor Roosevelt, March 27, 1958

https://www.democracynow.org/2020/1/1/eleanor_roosevelt

2146 of 2909

6.29.11 Exhibit_1096

[EXTERNAL] Public Comment Social Studies Standards

John Ross Null <jrnull@bulldogs.org>

Fri 11/12/2021 12:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr. Sena,

Please post the attached letter as part of the record regarding the proposed Social Studies standards. I have also attached the proposed revisions to the standards developed by the Artesia Public Schools. They have been submitted previously by Mr. Danny Parker, so if already part of the record, they do not need to be posted again.

Thank you,

J. R. Null

John Ross Null, Superintendent
Artesia Public Schools
301 Bulldog Boulevard
Artesia, NM 88210
575-308-3687
jrnull@bulldogs.org

“Superior Quality Education for All Students”

CHILDREN FIRST!! *City of Champions*



Artesia Public Schools

301 Bulldog Boulevard
Artesia, New Mexico 88210-1899
575.746.3585

John Ross Null, Superintendent
jrnull@bulldogs.org

November 12, 2021

Dear Mr. Sena,

I am writing in regard to proposed rule 6.29.11, Social Studies. I have personally spent a great deal of time reviewing the draft standards, comparing them to the existing standards, and drawing conclusions from that work.

After doing so, it is my opinion that the language utilized in some of the standards does lend itself to the teaching of facets of Critical Race Theory. This is problematic, because Critical Race Theory was not intended to be taught in K-12 education. The intent was for discussion and review in some higher education courses.

It is also my opinion that overall our kids are doing very well with one another in our classrooms, on our playgrounds, in our activities, and in our athletics. I have concern that teaching some of the standards as proposed would introduce controversy and divisiveness that doesn't need to be introduced. When I look at that through a lens of what is best for kids, I don't believe that is best for kids.

It is also important to establish that I am not talking about not celebrating and respecting the diverse cultures of our state and country, intentionally ignoring events in our history—even those we are not proud of, and not striving to improve our ability to deliver culturally and linguistically relevant instruction and resources.

As a result of my conclusions, I direct you to the proposed specific edits to the draft standards by the Artesia Public Schools. These have been submitted previously by Mr. Danny Parker, Assistant Superintendent of Secondary Education. I believe these edits move us toward accomplishing appropriate attention to all historical events in a manner that is culturally and linguistically relevant without using language that could unnecessarily introduce tenets of Critical Race Theory in our K-12 education.

Although the work has been exhausting, it has not been exhaustive. It is good, but it could be better. The brief time allowed for review and comment has prevented stakeholders from the thorough attention this project deserves.

As evidence of the need and desire for additional time, numerous school boards from all regions of the state have submitted resolutions or petitions requesting that additional time. Furthermore, in a recent survey of superintendents by the New Mexico School Superintendents Association, 49 of 53 superintendents responding to the survey prefer a delay.

To quote a November 11, 2021 editorial from the Albuquerque Journal regarding the Social Studies standards, "If it takes a little more time, it's worth it."

Sincerely,

John Ross Null, Superintendent

SUPERIOR QUALITY EDUCATION FOR ALL STUDENTS

www.bulldogs.org

Date: November 11, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Dr. Gwen Perea-Warniment, Deputy Secretary of Teaching, Learning and Assessment
Ms. Katarina Sandoval, Deputy Secretary, Academic Engagement and Student Success
Dr. Vickie C. Bannerman, Deputy Secretary of Identity, Equity, and Transformation
Mr. John Sena, Director of Policy, Innovation, and Measurement

From: Danny Parker, Assistant Superintendent of Secondary Education
Jesse Wright, Social Studies Department Head
Terra Greer, Artesia Junior High School Social Studies Department Head
Alayna Guidry, Artesia Intermediate School Department Head

Please see the attached recommended edits from the Artesia Public Schools. This was a combined effort of the social studies departments at the secondary schools in Artesia. Every effort was made to keep the spirit of the standard while removing language that some could perceive as political.

These are some of the guiding principles that informed our work:

- Some of the language in the standards were doing the work of the parent. For example, having a standard for a kindergarten student that asks them to identify their people groups is not age appropriate. Therefore, the teacher would have to be actively helping a student identify their identity groups. This is dangerous and could be counterproductive on the students' part. The parent should be the one to help their child with this work.
- Some of the standards were actual assignments. The standard should not be prescriptive on how it is taught. For example, the standard reads that students should "Create a model of Mogollon and/or Pueblo art/architecture." The purpose of the standard is to have knowledge of Mogollon and Pueblo art and architecture. This standard adds the skill of creating a model to the standard.
- One teacher said that some of the "culturally and linguistically relevant" language should not be in the standard, but that the skills of teaching with cultural and linguistic relevance should be included in professional development for every teacher. "It's just good teaching."

Artesia Public Schools Recommended Edits to the Proposed Social Studies Standards

K-5

Draft Standard	Our proposed change
K.22. Communicate a positive view of themselves and identify some of their group identities.	K.22. Communicate a positive view of themselves.
K.23. Describe ways they are similar and different from people who share their identities, and people who do not.	K.23. Describe ways the student is similar and different from other people without making someone else feel badly.
K.25. Describe their family history, culture, and past to current contributions of people in their main identity groups.	K.25. Describe the student's family history, culture, and past.
2.28. Describe ways we are similar and different from people who share identities, and people who do not.	2.28. Describe ways we are similar and different from people .
3.27. Express a positive view of personal identities without making someone else feel badly.	3.27. Express a positive view of themselves without making someone else feel badly.
3.28. Compare and contrast cultural identity with other people and groups.	3.28. Compare and contrast cultural identity with other cultures.
5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.	Cut...inappropriate for 5th grade...open to teacher's opinion
5.30. Demonstrate knowledge of family history, culture, and past contributions of people in main identity groups.	5.30. Demonstrate knowledge of family history, culture, and past contributions.
5.31. Explain how groups of people are treated today and in the past is a part of what makes them who they are.	5.31. Explain how each student's abilities could contribute to our society.

Grades 6-8

Draft Standard	Our proposed change
6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	6.15. Describe how family history and culture connects us to the collective history and culture of other people.
6.16. Identify their family and personal cultural identity, determine how they want to present themselves to the world, and brainstorm how to address negative perceptions.	see 15
6.20. Identify how differences and similarities between diverse groups impact perspectives.	see 15

6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.	see 15
7.11. Examine the relationship between stereotypes, bias, and group identity	not 7th grade history
7.21. Select a <i>province</i> of New Mexico and research its distinguishing characteristics.	7.21. Select a region of New Mexico and research its distinguishing characteristics.
7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	7.28. Describe the obstacles and how people have overcome these obstacles in various societal institutions, including but not limited to education, healthcare, government, and industry.
7.47. Create a model of Mogollon and/or Pueblo art/architecture.	7.47. Research and understand Mogollon and/or Pueblo art/architecture.
7.49. Describe the relationship between their (key figures in NM History) cultural heritage(s) and their personal identity/identities.	7.49. Describe the relationship between key figures in NM History cultural heritage(s).
7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures.	Cut...not a standard but an opinion
7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.	Cut...assignment
7.72. Discuss how individuals want to be perceived when their culture is on display and conclude how to address stereotypes.	Cut...assignment
7.74. Identify and summarize the relationship between specialization and interdependence.	Cut...of what?
7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>they</i> had on New Mexico as well as those who traded with New Mexicans.	7.76. Investigate the use of trade routes and systems to analyze the economic impact <i>these routes and systems</i> had on New Mexico as well as those who traded with New Mexicans.
7.78. Analyze primary and secondary (<i>perhaps sources</i>) to explain what impact Mexican Independence had on (the area) that would become) New Mexico.	7.78. Analyze primary and secondary sources to explain what impact Mexican Independence had on the area that would become New Mexico.
7.82. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.	Cut...not a standard
7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History.	Cut...assignment, not a standard

7.93. Identify how stereotyping influences social perspectives about members of a group.	7.93. Identify how stereotyping influences social perspectives. (Perhaps not even a social studies standard???)
7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces.	Cut...assignment, not a standard
7.98. Explain examples of cultural diffusion into and out of New Mexico from the past and present.	7.98. Research examples of cultural diffusion into and out of New Mexico from the past and present.
7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time.	7.103. Identify, explore, and describe the traditions, rites, and norms of the student's culture and explain how these traditions, rights, and norms may have changed over time.
8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.	8.7. Identify significant people, places, events, and ideas in history. (Way too broad)
8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.	8.12. Examine how and why colonists believed they were denied equality and opportunity both institutionally and informally.
8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.	8.16. Accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants.
8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.	Cut...assignment
8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.	8.19. Describe the many facets of the student's family history and culture and how they are connected to the collective history and culture of other Americans.
8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.	Cut...Not Early US History

8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.	Cut...Not US History
8.29. Draw a diagram or make a model to illustrate a non-text method an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.	8.29. Research the ways an Indigenous person or group of Indigenous people have employed to record and preserve their history/ histories.
8.30. Support a claim about how knowledge and perspectives of Indigenous peoples of North America, and Indigenous Peoples around the world, have the potential to inform solutions to global problems.	8.30. Research 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.
8.32. Identify key explorers, places, and ideas from major European nations of the 15th century, and be able to describe their accomplishments.	8.32. Identify key explorers, places, and ideas from major European nations of the 15th century (Portugal and Spain to Columbus) and the 16th century (Portugal, Spain & France) and describe the accomplishments of Pocahontas, Juan Ponce de Leon, the five tribes, etc..
8.34. Synthesize information from two or more different types of maps to support a claim about the global context of colonization.	8.34. Analyze, make and use different types of maps, globes, charts, and databases to include: indigenous peoples, immigrants, exploring countries, Proclamation of 1763, Westward Expansion
8.35. Use a topographic or climate map to create a geographic argument about how economic specialization developed in the 13 colonies based on natural resource availability.	Same as 34...assignment
8.37. Engage in academic discussion around how the ideas and belief systems related to land and resource use impacted the experiences of Indigenous Peoples and colonizers.	8.37. Understand the ideas and belief systems related to land and resource use that impacted the experiences of Indigenous Peoples and colonizers.
8.43. Use population, topographical, and political maps (as well as supporting texts) to generate questions about why the Proclamation Line of 1763 was established.	8.43. Understand the importance of the Proclamation Line of 1763 and it's effect on the future colonies.
8.46. Use primary and secondary sources to evaluate an instructor-generated claim about the significance of the 7 Years' War (French and Indian War).	8.46. Analyze the significance of 7 Year's War on the colonists and their relationship with Britain.

8.48. Compare and contrast the causes, demographics, and results of the American Revolution with those of later revolutions inspired by the American revolution	8.48. Understand the causes and results of the American Revolution and the inspiration it gave to other countries' revolutions to include Sugar Act, Tea Act, Boycotts, Stamp Act, Sons of Liberty, Daughters of Liberty, Boston Massacre, Boston Tea Party, Townshend Acts, Intolerable Acts, First and Second Continental Congress.
8.49. Develop research questions about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.	8.49. Discover the role of religion in the 13 colonies and its impact on American Colonial Identity.
8.5. Identify inherent bias in maps and analyze how they impact cultural memory.	Cut...see 34 above
8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today.	8.55. Research precedents established in the Early Republic that impact American lives today.
8.58. Analyze a variety of art media to create an argument about the development of American national identity.	Cut...assignment
8.66. Describe immigrant and emigrant groups according to gender composition and develop a claim regarding the impact that gender (dis)proportionality had on immigrant/emigrant community's culture.	Cut...assignment
8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war.	8.68. Research how conflicts over slavery and economics led the North and South to war.
8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.	8.69. Examine how enslaved people adapted within and resisted their captivity to include John Brown, Fredrick Douglass, Harriett Tubman, Dred Scott, among others.
8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.	8.70. Examine events of the Sectionalism and Reform Era and how they relate to current issues and events.
8.72. Summarize a significant economic warfare initiative of the Civil War through creative expression	8.72. Identify significant economic warfare initiatives of the Civil War.
8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense).	8.74. Research the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War.

8.76. Identify and correct misconceptions about the Emancipation Proclamation.	8.76. Understand the Emancipation Proclamation and correct common misconceptions.
8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.	8.78. Discuss the impact of significant legislation (including Kansas Nebraska Act, Missouri Compromise, Compromise of 1850) and judicial precedents in former slave states during the Reconstruction Era.
8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.	8.79. Evaluate the impact of individuals and reform movements advocating for greater civil rights and liberties throughout early U.S. history (e.g. Quakers, Underground Railroad, newspapers, etc.)
8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.	8.81. Describe the influence that the Ku Klux Klan and other white supremacist organizations in the United States had on civil rights after the Civil War.
8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.	8.83. Evaluate the influence and origin of Juneteenth and its current significance.
8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant's experience, including the impact of anti-immigrant policies	Cut...assignment

9-12 Civics

Draft Standard	Our proposed change
9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates.	9-12.Civ.38. Evaluate how fundamental American principles have been interpreted over time and how they currently shape policy debates.
9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them.	9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to ensure representation for all citizens in our form of government.
9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels.	9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating a government "of the people, by the people, and for the people" at all levels of government.

9-12 World History

Draft Standard	Our proposed change
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9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.	9-12.WH.34. Analyze the complex relationship between cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and the long-term effects of their places in society.
9-12.WH.35. Compare and contrast the various origins (including but not limited to: indigenous, forced, voluntary) of identity groups in World history.	9-12.WH.35. Compare and contrast the various origins of people groups in World history (indigenous, forced migration, or voluntary migration).
9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in underrepresentation (or no representation) among people groups.

9-12 NM History

Draft Standard	Our proposed change
9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups.	9-12.NMH.18. Demonstrate knowledge of each student's family history and cultural background and describe how each student's own identity is informed and shaped.
9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.	9-12.NMH.26. Determine the issues that affected some people's access pertaining to the acts of land redistribution during the territorial period.
9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA. (no comma needed)	9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war prior to becoming a state of the USA.
9-12.NMH.47. Demonstrate historical causation by using	9-12.NMH.47. Demonstrate historical causation by using multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico .
9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico (47 and 48 should be together????)	47 and 48 should be together.

9-12 US History

Draft Standard	Our proposed change
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9-12.US.13. Examine the course and consequences of the Columbian Exchange.	These are for 8th Grade History.
9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.	These are for 8th Grade History.
9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism.	These are for 8th Grade History.
9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.	These are for 8th Grade History.
9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values.	These are for 8th Grade History.
9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life.	These are for 8th Grade History.
9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.	These are for 8th Grade History.
9-12.US.20. Explain the common elements of Indigenous societies.	These are for 8th Grade History.
9-12.US.21. Analyze facets of Indigenous social, political, and economic organization.	These are for 8th Grade History.
9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers.	These are for 8th Grade History.
9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.	These are for 8th Grade History.
9-12.US.24. Determine the importance and utility of rights versus responsibilities.	These are for 8th Grade History.
9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States.	These are for 8th Grade History.
9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.	These are for 8th Grade History.

9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery.	These are for 8th Grade History.
9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans. History 18. Power Dynamics, Leadership, and Agency	These are for 8th Grade History.
9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises.	These are for 8th Grade History.
9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States. Theme 3: Westward Expansion, 1787–1876 Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 14. Historical Change, Continuity, Context, and Reconciliation	These are for 8th Grade History.
9-12.US.32. Examine the short- and long-term impact of settlers, pioneers, frontiersman, and homesteaders on the United States and on sovereign Indigenous nations. 101 Theme 3: Westward Expansion, 1787-1876 (Continued) Anchor Standard The student demonstrates an understanding of: Content Standard Therefore, the student is able to History 15. Cause and Consequence	These are for 8th Grade History.
9-12.US.33. Evaluate the social, political, and economic causes and short and long term effects of U.S. territorial expansion.	These are for 8th Grade History.
9-12.US.34. Examine the ways in which the United States acquired new territories, including purchases, annexation, treaties, and war.	These are for 8th Grade History.
9-12.US.35. Explain the importance of the Transportation Revolution of the 19th century.	These are for 8th Grade History.
9-12.US.36. Analyze the effects of industrial growth throughout antebellum America.	These are for 8th Grade History.

<p>9-12.US.37. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor History 17. Critical Consciousness and Perspectives</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.38. Analyze the convergence of the expansion of colonialism through territorial acquisition and the expansion of chattel slavery in acquired territory.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.39. Explain the causes and effects of this convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.40. Explore forms of resistance, adaptation and cultural preservation practiced by enslaved and colonized peoples during this period.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.41. Assess the impact of Federal policy towards Indigenous nations.</p>	<p>These are for 8th Grade History.</p>
<p>9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.</p>	<p>9-12.US.50. Analyze the Reconstruction efforts and determine their short- and long-term affects.</p>
<p>9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.</p>	<p>9-12.US.53. Identify the ways in which gender roles have changed since the 19th century.</p>
<p>9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.</p>	<p>9-12.US.56. Evaluate the following concerning the economic system of the United States: efficiency, equity, and equality.</p>
<p>9-12.US.83. Compare and contrast the conflict between traditionalism and modernity during this period with examples around the world such as Weimar Germany.</p>	<p>Cut-extraneous</p>
<p>9-12.US.87. Examine the ways in which gender and sexuality norms changed and stayed the same in 1920s America.</p>	<p>Cut--Same as 53</p>
<p>9-12.US.95. Analyze the similarities, differences, and connections between the racial social order in both the United States and Germany during this period.</p>	<p>9-12.US.95. Analyze the similarities, differences, and connections of different countries that have struggled with racial inequities such as Germany, South Africa, and middle Eastern countries.</p>

9-12.US.104. Analyze state-sponsored persecution and “othering” including anti-Semitism and homophobia	9-12.US.104. Analyze how the perceptions of racism, sexism, and the "othering" of people groups have changed over time.
9-12.US.106. Analyze the impact of Red Scare ideology on social movements and activists in the United States.	9-12.US.106. Analyze the impact of the Cold War on social movements and activists in the United States.
9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.	9-12.US.113. Compare and contrast the Cold War with the other social movements in the United States.
9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO.	9-12.US.116. Examine Cold War issues such as McCarthyism and the Counter Intelligence Program.
9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.	9-12.US.118. Examine the obstacles of racial integration in communities and schools, attempts to end segregation, and the impact of the Supreme Court decisions on civil rights.
9-12.US.123. Assess the short- and long-term social and political impacts of conservatism in the United States on diverse groups of people.	9-12.US.123. Assess the short- and long-term social and political impacts of different eras in the United States on diverse groups of people (i.e. progressivism, separatism, World War I, great depression, World War II, Cold War, Postwar Boom, Civil Rights, Vietnam War, Era of Social Change, environmentalism, conservatism, globalization).
9-12.US.129. Explore the movement against police brutality.	Cut - Current Events not US History
9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.	Cut - Current Events not US History
9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.	9-12.US.134. Examine the experiences of diverse immigrant groups past and present in the United States.
9-12.US.135. Create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans.	9-12.US.135. Examine social justice movements throughout history designed to improve conditions for Americans including Native Americans and African Americans.
9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.	9-12.US.136. Evaluate the representation of diverse people in the US government including race, gender, sexual orientation, and disability and their impacts on legislation.

9-12 Economics

Draft Standard	Our proposed change
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9-12.Econ.24. Critique inequalities that exist in economic systems.	9-12.Econ.24. Compare and contrast economic systems including socialism, communism, and capitalism.
9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.	9-12.Econ.27. Evaluate the social problems that affect New Mexican communities
9-12.Econ.48 – 175 are missing from the original proposed draft	???

9-12 Ethnic, Cultural, and Identity Studies

Draft Standard	Our proposed change
9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior.	9-12.ECI.13. Recognize and value all cultures represented in the community without perceiving or treating any culture as inferior.
9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.	Cut
9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.	9-12.ECI.18. Examine the impact of historical, cultural, economic, political, religious, and social factors which have impacted some underrepresented populations.
9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.	Cut
9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.	Same as 18
9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.	9-12.ECI.22. Evaluate how recent social justice protests have affected the structures and functions of a 21st Century American society.

[EXTERNAL] Guidelines/support

bgrothus@aol.com <bgrothus@aol.com>

Fri 11/12/2021 12:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern,

I am writing in support of the education standards as currently proposed. I hope you will take input from representatives of racial, cultural and ethnic individuals and groups if they feel the standards can be improved with additional wording or emphasis on overlooked points of view or that add self-awareness in the context of improved relationships between individuals and our varied communities.

New Mexico's diversity has long been championed, but we have a long way to go to create awareness and understanding of our social and economic climate. The standards should contribute to critical thinking around issues of race, culture, and economics, and our children should be encouraged to explore differences while understanding that civic life and social and economic conditions are an important aspect of contemporary life.

Thank you very much.

Barbara Grothus, Albuquerque

[EXTERNAL] Input on Proposed Social Studies Standards

Louis Corpening <lcorpeni2@gmail.com>

Fri 11/12/2021 12:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr. John Sena
Policy Division
NM Public Education Dept.
Santa Fe, NM

Dear Mr. Sena,

Thank you for this opportunity to provide input to the proposed revisions to the Social Studies Standards. I am a 5th generation native New Mexican. My mother, Lillian Corpening, taught at Gadsden ISD for over 30 years. She was one of the first native New Mexicans to be employed by Gadsden ISD. Before that, most of the teachers hired at Gadsden were from out of state. I attended Gadsden schools when young and all my children graduated from Las Cruces public schools. My children have all been successful in their respective fields, one graduating from the US Air Force Academy. As you can see, I do have some experience with the New Mexico public school system.

While I am not familiar with the details of the proposed revisions, I do question some of what I have heard, namely trying to tie students back to their cultural roots. For example, my ancestors include European, Native American, and Mexican. I consider myself a New Mexican American, a little of all the settlers/natives of New Mexico. As an American, to be told otherwise would be harmful and maybe an insult if I were young. HOWEVER, I do think it is important to recognize the contributions of all the peoples that make up New Mexico. The teaching should be based on solid history to show contributions AND mistakes made in the past. I DO NOT agree with applying today's social standards to the past and trying to "cancel" historical figures of the past like Columbus, the Spanish, the Catholic Church, etc. A discussion could be that the people of the past may have been well intentioned, but they in fact imposed on the rights of those they tried to convert. During that time in history, that was the way it was not only here in New Mexico but throughout the world. Demonizing one group to build up another just causes bad feelings for the group demonized, e.g. Columbus and Italians.

In revising the standards, care must be taken so the the "Tail does not wag the dog". Any revisions should be based on solid history and NOT someone's idea of what history should be. In reality, every group here in New Mexico has contributed to its development. The challenge is to recognize the contributions. I think people have tried to tell New Mexico's history truthfully in the past, but, as always, things can improve. I think very young people should be encouraged and exposed to different ideas but they are too young to be exposed to social issues of the times. As I tell my grandkids, "we are Americans from New Mexico and don't let anyone tell you otherwise". That is the only way we can come together as a country, to recognize ALL Americans EQUALLY, and not qualify some over others.

Good luck in your work. Having a good knowledge of history and civics is very important for future generations.

Louis Corpening
Las Cruces, NM

[EXTERNAL] 6.29.11 NMAC, Social Studies

Jan <janbann@comcast.net>

Fri 11/12/2021 12:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing in support of the new guidelines for **6.29.11 NMAC, Social Studies**

All New Mexican students are growing up in a fascinating and complex world. I believe that these new social studies guidelines will allow students to explore American culture in all of its strengths, weaknesses and diversity. The more they can understand themselves and others, along with gaining an understanding of our system of government and the brilliance of the Constitution and the Bill of Rights, the better prepared they will be to find their place in American society.

Jan Bandrofchak
2409 Don Onofre Trail NW
Albuquerque, NM 87107

[EXTERNAL]

Tracy Alter <abqtracy505@msn.com>

Fri 11/12/2021 12:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

The NM PED has made a mockery of NM's students for a long, long time, and continues to do so through this set of standards that do nothing more than indoctrinate children into the new far, left-wing BS.

I am all about teaching true and accurate history, the good and the bad, but the minute you start including identity politics in the classroom, you stop being about ensuring our children are educated, which you do a piss poor job at anyways.

Our children rank at the bottom of every list out there and instead of teaching them how to read and write, and you include 12+ years of "your identity is important."

It is, but it is NOT the most important thing about someone. the job of the PED is to ensure my children are educated, and you are failing more than you ever have and that is saying something.

[EXTERNAL] support

Tonia Caselman <tcaselman@montedelsol.org>

Fri 11/12/2021 12:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I stand in support of the proposed ethnic, cultural, and identity standards.

Tonia Caselman, PhD, LCSW

[EXTERNAL] Proposed Social Studies Curriculum

Katie Kitchens <kitch104@mail.chapman.edu>

Fri 11/12/2021 12:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern:

I am writing to voice my unequivocal support for the proposed changes to the Social Studies Standards. As a teacher in New Mexico, an educational researcher, and candidate for a PhD in Educational Studies, I recognize the importance of equipping all children with the knowledge and skills necessary to strive for a more just and liberated future. Most importantly, I recognize the need for all children to feel seen, heard, valued, honored and respected throughout the course of their educational experiences.

In my research, I specifically study whiteness and white children. I believe that much of the opposition to the teaching of racism and inequity comes from both a fundamental misunderstanding of the impact of such teaching. Teaching about the violent history and present of the United States is not an act meant to shame or belittle white children. It equips them with the skills necessary to imagine and work toward a future where all children (including themselves) can reach their fullest potential. When we look at the disparities in outcomes between white students and their Black, Indigenous and Peers of Color in New Mexican schools, it is clear that the school system is not adequately meeting the needs of the most marginalized. In fact, by not addressing the racialized realities, the school system upholds and perpetuates the harm that it seeks to uproot.

There are many comments here that express a clear misunderstanding of the goals of the proposed standards. Many include buzzwords such as Critical Race Theory, but indicate a lack of understanding about the history, purpose, or role of CRT. These new standards have the potential to begin to create a truly affirmational learning environment for all students, and I hope that at the end of the day the needs of children will be placed above the fear of adults.

With gratitude for all those working toward justice and liberation for all of the children of the State of New Mexico,

Katie Kitchens

--

Katie Kitchens, M.A.

Student, Ph.D. in Education Studies | Leadership Studies emphasis | Chapman University

[EXTERNAL] Social Studies Curriculum Update

Laurie Magill <TESL@msn.com>

Fri 11/12/2021 12:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

As a retired elementary school teacher, I am writing **in support** of the NMPED proposed update to the NM social studies curriculum to make it less Eurocentric and to include analysis of power and class, as the PED is proposing. This is a good, intelligent move which will help our students become critical thinkers and intelligent consumers of information.

In hope,

Laurie Magill

[EXTERNAL] Social studies changes

Stephanie Chittenden <stephies@valornet.com>

Fri 11/12/2021 12:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to encourage PED to stop the planned changes to the standards in social studies. I have read the proposed changes and believe this will further divide our students and sow more anger and hatred. I have twin boys enrolled in the public school system and will seek alternative education if these standards are passed. I am an involved parent and believe we need to come together as we are a culturally diverse state and NOT push this CRT agenda forward. These proposed changes ARE CRT but disguised under a different name.

Sincerely,

Stephanie

Concerned parent in the RUIDOSO SCHOOLS

Sent from my iPhone

[EXTERNAL] Opposition

Josie Harris <josiemonster89@gmail.com>

Fri 11/12/2021 12:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a parent of 2 school age students, I oppose the teaching of CRT in our schools.

[EXTERNAL] Public Hearing 11/11/2021

Deborah Marler <deborahmarler@gmail.com>

Fri 11/12/2021 12:36 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good afternoon. Regarding the teaching of history in New Mexico schools, it is critical that a fulsome exploration and study of facts is necessary. If we can not learn from history then we are doomed to repeat it. It does not benefit any New Mexican to disassemble and misrepresent past positive and, at times, negative events. Pretending that racism does not exist does not eliminate the heinous and evil reality and makes it more challenging to address and end. The RPNM is overreaching and creating an environment of distrust in our educators, leaders and curriculum standards. We must stand firm and continue telling the truth, even the sometimes awful truth, that we may learn and progress to a "more perfect union" and that "all men are created equal" enshrined in our Constitution. Thank you for your time.

Respectfully,

Deborah Howard

Albuquerque mother and grandmother

[EXTERNAL] Comments on Proposed new Social Studies Standards

Marti Burt <mrbconsulting.nm@gmail.com>

Fri 11/12/2021 12:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please accept my comments on the proposed new standards. I have incorporated them into the text of this email and also attached them as a Word file.

Comments on Proposed Social Studies Standards, November 12, 2021

Martha R. Burt, Ph.D.
IndivisibleSOS, Santa Fe

My name is Martha Burt. In my long career as an evaluator and policy analyst at the Urban Institute and earlier for the Minnesota State Legislature, I have worked to understand and improve public policies and programs for underserved and often misunderstood populations ranging from pregnant and parenting teens to people experiencing homelessness and living with mental illness. The situations they face often arise from the failure of institutions and people to see them as they are. I congratulate you and everyone who worked to develop these Standards on a job long needed and thoughtfully and comprehensively done.

Today I want to address the importance of providing our children with historically accurate information about the experiences of many different peoples. History, they say, is written by the winners. Their perspective reigns while the perspectives of others are ignored, denied, misrepresented, or denigrated. The new standards seek to correct that almost-inevitable bias of historical accounting.

I would like to thank you and the large team of educators who contributed to the tremendous effort culminating in these proposed Social Studies standards. With them, New Mexico will join the few states that have already adopted similar standards that put us at the forefront of quality education.

I want to use my own life to illustrate the importance of multiple perspectives. I am a prime example of intersectionality, as are all people. I am a woman, a lesbian, a Jew, highly educated. Growing up in the 1940s and 1950s, my schooling denied me any examples of women who excelled. Nothing women accomplished was ever considered worthy of notice. Luckily there was my mother, with a Ph.D. in physics, to counter that absence. Note that recently no less than the New York Times made "reparation" to women. It published obituaries of large numbers of high-achieving women from the last 150 years whom it had refused to recognize over all that time. Without these truths, this historical accuracy, girls throughout our history have been denied role models and sources of pride in who they are.

The same denial of existence has been true for centuries for all children questioning whether they fit into how society defined the "right" way to be sexual. And although America is supposed to be a melting pot, children who don't fit the supposedly "normal" white, middle-class, heterosexual, Christian image also usually cannot find themselves in presentations of history. The major focus of book banning in this country has been stories about "the other" as told from *their own perspective*, whether racial, gender identity, religious, or cultural. Yet these are the very stories that help us expand our horizons, meet other perspectives, and learn the skills we need to appreciate everyone beyond the boundary of our own skin.

Trying to keep children ignorant of history doesn't work to make everyone "comfortable." The "others" are **always uncomfortable**. The effort is based on fear—fear of difference, fear of stepping outside one's comfort zone. For better or worse, children are exposed to and try to understand conflicting information bombarding them from all sides. Information comes from parents, friends, social media, television, and their own lived experience. Denying them the opportunity to explore differences freely doesn't stop them from wondering. Such denial just increases the odds that their world view will incorporate beliefs and attitudes harmful to many other people. The only way forward is to face the fear and provide the information. We need to encourage questions and conversation. We need to teach children how to evaluate it *out in the open*, where they can meet and come to value differences.

Thank you for the chance to speak and to assure you that I strongly support the new Social Studies Standards.

Thank you,

--

Martha R. Burt

mrbconsulting.nm@gmail.com

(1) 240 604-6799

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IndivisibleSOS, Santa Fe

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information. We need to encourage questions and conversation. We need to teach children how to evaluate it *out in the open*, where they can meet and come to value differences.

Thank you for the chance to speak and to assure you that I strongly support the new Social Studies Standards.

[EXTERNAL] Social Studies Content Standards

Patricia McClure <pmcclure@nmsu.edu>

Fri 11/12/2021 12:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Committee Members,

Attached is a peer-review published study I did last year on the 5th & 8th grade NM social studies content standards. I hope the language used in updating the standards will be inclusive and critical with social justice and human rights themes. The current language used in the content standards promotes whiteness ideology, ignores contributions from the Mexican culture and promotes property rights over human rights.

Regards,

*Patricia McClure, PhD**"Activism is my rent for living on this planet." ~ Alice Walker**"My humanity is bound up in yours, for we can only be human together." ~ Desmond Tutu*



The silent schooling of whiteness in social studies content standards

Patricia S. McClure

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The silent schooling of whiteness in social studies content standards

Patricia S. McClure 

School of Teacher Preparation, Administration and Leadership (Tpal), New Mexico State University, Las Cruces, New Mexico, United States

ABSTRACT

Race shapes the policies and history of the United States. Current research shows that state-approved social studies content standards are written in a non-racial and colour-evasive whiteness language that reinforces racist policies and practices in education. This qualitative framework analysis study examines the language of social studies content standards from New Mexico and Texas; two states on the US-Mexico border. This research, theoretically grounded in Critical Race Theory and Critical Whiteness Studies, analyses how the silent schooling of whiteness uses language to support racist ideals in social studies content to promote property rights and wealth over human rights. Furthermore, whiteness language in education reinforces the racist power structure by intentionally silencing culturally relevant and anti-racist instruction to students. Learning to identify whiteness language is an important step towards developing racial literacy, cultural responsiveness and social justice in social studies education.

ARTICLE HISTORY


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KEYWORDS

Whiteness language; social studies education; racial literacy; Critical Race Theory; Critical Whiteness Studies

Introduction

Topics on democracy and popular sovereignty dominate K12 social studies content in the United States. Yet, it is racist policies that shape this country's history, society, and government (Delgado and Stefancie 2017; Feagin 2020; Kendi 2019; Ladson-Billings 2003; Southern Poverty Law Center 2020; Zinn 1990). Therefore, social studies curricula promote racist whiteness policies alongside the ideals of democracy in K12 classrooms across the country (Bigler, Shiller, and Willcox 2013; Chandler 2009; King and Chandler 2016; Ladson-Billings 2003; Smith 2012; Vasquez-Heilig, Brown, and Brown 2012). However, applying the racial literacy practice of culturally responsive language to social studies content standards may help disrupt the silent schooling of whiteness. Using Critical Race Theory and Critical Whiteness Studies as the theoretical framework in this study helped identify the whiteness practice of using colour-evasive and non-racist language in education. Colour-evasive, non-racist language is the silent schooling of

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I have no conflict of interest to disclose.

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whiteness that erases Black, Indigenous, and People of Colour (BIPOC) Americans' voices while mythologising European Americans' notions of democratic values and citizenship (Howard 2003).

In 1994, the National Council for the Social Studies (NCSS) created national social studies standards as a model framework for every state and territory in the US. The ten thematic content strands are potential guidelines for teaching race and racism in social studies curricula. However, none of the themes mention race or racism (National Council for the Social Studies 2010). Instead, written in silent whiteness language, these standards preserve the European American mythologised version of race and racism in the US (Bonilla-Silva 2018; Chandler 2015; Feagin 2020; Ladson-Billings 2003; Lipsitz 2019; Sleeter 2002). The mythologised version teaches students that racism happened in the past by small groups of people, mainly from southern states.

This study uses 'color-evasiveness' instead of the more common label known as 'colorblind' racism (Bonilla-Silva 2018; Annamma, Jackson, and Morrison 2017). According to Bonilla-Silva, 'colorblind' racism pretends not to notice the existence of race or racism. This denial helps to uphold racist policies, including those found in education policies and practices. Dis/ability Critical Race (DisCrit) Theorists argue that the denial of race and racism is due to ignorance and should not be confused with the lack of eyesight.

Colour-evasive content standards written in silent whiteness language favours passive racial discourse and erasure of societal and institutional racist policies (King and Chandler 2016). In other words, these content standards support and maintain racist education policies and practices. Using silent whiteness language to educate citizenry in a democratic republic creates a paradox by supporting racist whiteness policies while upholding democratic values (Bonilla-Silva 2018; DiAngelo 2011; Rumbaut 1996 as cited by Chandler and Branscombe 2015). Encouraging society to accept what is not said renders a dominant culture invisible while at the same time placing it on full display (Chandler and Branscombe 2015; Garner 2007). Using silent whiteness also creates missing and blank spaces within the historical narrative and makes no historical sense (Sleeter 2002). What is missing in social studies education are counternarratives of the actions and interactions of BIPOC Americans as major actors in the nation-building history of the United States (Wills 2001 as cited by Chandler and Branscombe 2015). Also missing is recognising that racist policies continue to oppress BIPOC Americans while privileging European Americans.

Racial literacy framework provides a critical lens to view race and race talk (Grayson 2018). Combining race literate content standards with culturally responsive curricula provides meaning and context to students' constructing knowledge relevant to them (Gay 2018). As an anti-racist instructional method, racial literacy focuses on not only what is said but how things are said (Grayson 2018). Although there are many important characteristics of racial literacy, for this study, racial literacy was used to decode the silent whiteness language in two US states' social studies content standards.

This study attempts to identify how language supports whiteness in Texas and New Mexico's 5th-grade and 8th-grade social studies content standards. The ability to recognise language use will help determine methods for disrupting the silent schooling of whiteness. This study aims to provide knowledge for secondary social studies educators, curriculum writers, content specialists, and school district curriculum administrators

that the silent schooling of whiteness exists in social studies content language. Another aim is to empower social studies educators to use critical methodologies to inform and construct their knowledge about the damaging effects of non-racial language. To accomplish these aims, the three main activities of this analysis research include the initial orientation of the problem(s), a focused literature review, and an analysis of social studies content standards from two states (McKenney and Reeves 2018).

The research questions that guide the goal and objectives of this study are:

- How is language used in social studies content standards to support whiteness and systemic racist policies?
- What, if any, racial themes emerge from the language used in social studies content standards?
- How can the combined use of Critical Race Theory and Critical Whiteness Studies inform racial literacy practices to disrupt whiteness language used in social studies content standards?

Theoretical framework

Critical Race Theory (CRT) and Critical Whiteness Studies (CWS) provides the theoretical framework for this study. Using CRT helps frame the racial inequities found in the state-approved social studies content standards while using CWS helps reveal whiteness (Decuir and Dixson 2004; Delgado and Stefancie 2017; Feagin 2020; Hiraldo 2010; Ladson-Billings 1998). Both theories illuminate how social studies content standards, including multicultural ones, continue to promote the whiteness ideology that race and racism exist. Combining the two theories also helps identify whether the Texas Education Agency (TEA) and the New Mexico Public Education Department (NMPED) content standards support or fail to support BIPOC students' cultural knowledge. Equally important is determining whether the content standards develop, or fail to develop, European American students' race-consciousness. The importance of using CRT as an education research methodology cannot be understated. The United States is a racialised nation controlled by European Americans using whiteness ideology (Delgado and Stefancie 2017; Feagin 2020; Kendi 2019; Ladson-Billings 1998; Omi and Winant 2015). Therefore, it is important to study how combining the two theories strengthens racial literacy language development in education.

Using the CRT tenets to analyse silent whiteness language helps identify meritocracy, colour-evasiveness, and liberalism practices that normalises racist policies (Delgado and Stefancie 2017; Ladson-Billings 1998). The first tenet states that colour-evasiveness and meritocracy allow European Americans to ignore the power and privilege of whiteness. Liberalism reinforces the idea that laws are neutral, an equal opportunity exists for everyone, and skin colour has no economic value. Delgado and Stefancie (2017) wrote that interest convergence, the second tenet, is the European American attitudes and actions towards BIPOC Americans. Dr. King (1967) noted that the first passage of the civil rights laws was easy because they had no direct effect on European Americans' lives. However, European American women became the primary beneficiaries of those laws.

Race is a social construct because no biological or genetic differences based on skin colour exists is the third tenet. The whiteness storyline frequently ignores scientific truths or uses science (i.e., Darwin's Theory of Evolution) to contrast European American superiority with BIPOC Americans' deficits. Delgado & Stefancic's fourth tenet recognises whiteness has value as property. Whiteness policies and practices justify why European Americans enrich themselves using predatory capitalism practices that redistribute capital away from BIPOC Americans (Delgado and Stefancie 2017; Feagin 2020; Kendi 2019; Ladson-Billings 1998; Omi and Winant 2015). According to Ladson-Billings (1998), African Americans are a 'unique form of citizen in the USA; property turned into citizen' (p. 16).

Critical Whiteness Studies (CWS) does not focus on relationships between European Americans and BIPOC Americans (Dowling and Flintoff 2018). Instead, CWS is used to examine whiteness as a system of power and privilege (Flintoff and Dowling 2019). However, studying the whiteness language can be difficult for European American researchers. The white racial frame in European Americans' minds unconsciously shapes their sociopolitical actions and experiences (Feagin 2020). Therefore, combining CRT and CWS as research methodologies becomes a magnifying tool for European American researchers to identify the silent whiteness language.

The assumption of this study is that power relations are everywhere, including in this study (Merriam and Tisdell 2016). My positionality as a researcher includes being a middle-class, middle-aged, abled European American heterosexual, cisgender woman, wife, mother to two sons who self-identify as Japanese American, one son who self-identifies as European American, and an aunt to nieces and nephews who self-identify as Latinx. I am socialised to use and benefit from privilege and have lived for decades along the US-Mexico border. I am also a former middle school social studies teacher who taught at a Title I school close to a US military base. The student population equally distributed among Latinx, European Americans, and African Americans, with slightly higher Latinx student percentages. As a result, I tried to adopt culturally responsive instructional strategies to help all students develop an interest in US and Texas History. My love of history came from listening to family stories while growing up. At a young age and under the guidance of a great-grandmother, I became an amateur genealogist. The ability to view United States' history through my ancestors' stories and experiences has helped me feel a direct connection to the past. I am comfortable embracing my cultural ethnicity as a European American of Irish, English, German and Czech descent.

Literature review

The colonisation of knowledge through literacy, history, and theory creates the foundation for western education (Smith 2012). However, colonising knowledge is a whiteness tool, more about brainwashing and less about educating students. According to Willinsky (1998), the achievements of European colonisation occurred not only by war and religion but 'also by a philosophy of history that has used time and place as conceptual tools for dividing the world' (p. 134). The history of the United States told from the perspective of the European invader/ coloniser to the exclusion of stories of North American indigenous peoples, enslaved Africans, and Asian immigrants. The stories extol how whiteness came to global power, how whiteness maintains power, and why whiteness should be

admired and emulated. The silent schooling of whiteness is an effective colonising tool erasing genocide, racism/racist policies, and oppression as aberrations in the nation's history rather than the norm. (Omi and Winant 2015).

Colour-evasive racism

In the 1970s, the Neo-conservative movement became the whiteness response to the Black Civil Rights Movement (Feagin 2020; Omi and Winant 2015). They successfully rearticulated Black Civil Rights' ideals and identities by proclaiming the non-existence of racist policies. Neoliberalism emerged during the Reagan administration and remained a racial regime through the Obama administration. Neoliberalism, a free-market economy ideology, uses colour-evasive racism to develop global market relationships, promote the privatisation of government services and institutions like the education system (Feagin 2020). Its ideology is anti-immigration and encourages racial profiling, mass incarceration, and voter suppression. During the Obama administration, the Tea Party, a neoliberal faction, promoted whiteness ideology (Feagin 2020). Donald Trump rose to national prominence supported by neoliberal supporters when he falsely accused President Obama of not being a US citizen. The neoliberal faction frequently changes names to avoid detection. The Tea Party, the Freedom Caucus, and Citizens United are all neoliberal organisations.

Bonilla-Silva's (2018) four frames of 'colorblind' racism, also known as colour-evasiveness, defines how whiteness ideology advances racist policies as non-racism in the United States. Non-racist education suppresses the development of European Americans' race-consciousness (DiAngelo 2016; Feagin 2020). Consequently, the silent schooling of whiteness develops citizenry, policies, and outcomes that are profoundly and systemically racist (Bonilla-Silva 2018; Choi 2008; Gordon 2008; King and Chandler 2016; King 1991). Abstract liberalism, Bonilla-Silva's (2018) first 'colorblind' frame, has historical roots in the 17th century European Era of Enlightenment when nation-states, the middle class, and capitalism were created. The concept of political and economic liberalism implies equal opportunities that do not exist, while meritocracy and individualism concepts render racialised discourse invisible. The second frame, naturalisation, is biologically or scientifically driven. European Americans explain segregated neighbourhoods and lifestyles as natural occurrences. The most racially isolated students in the United States are European Americans (Winans 2010).

Cultural racism is the third frame that distinguishes 'other' cultures from universal whiteness. This frame is central to the current conservative and neo-liberal ideological framework where European Americans are judged as individuals. In contrast, BIPOC Americans are judged based on their cultural group's stereotypes (Feagin 2020). The fourth and final frame, the minimisation of race, is another manifestation of individualism that suggests discrimination no longer affects BIPOC Americans. European Americans claim 'reverse' discrimination and accuse BIPOC Americans of 'playing the race card.'

The silent schooling of whiteness in social studies classrooms

The institutional and societal structures in the United States have always been race-conscious. According to Feagin (2020), race-consciousness becomes neurologically embedded into the brain and becomes resistant to change. The race-consciousness becomes part of the person's life, character, and identity, regardless if that consciousness is racist, anti-racist, or colour-evasive. European Americans have the option *not* to develop race-consciousness, an option not available to BIPOC Americans. Feagin identifies European American race-consciousness as the white racial frame. Whiteness is a system of political, social, legal, and cultural advantages maintained through conscious and unconscious awareness of its existence and is the centre of racist policies (Applebaum 2016.; DiAngelo 2011; Frankenberg 1997; Giroux 1997; Rothenberg 2002; Sleeter 1994; Tate and Page 2018). According to Johnson (2018), the white racial frame has four features: a) assumes whiteness is a beacon of moral authority; b) rationalises acts of oppression that contradict human rights; c) justifies why capitalism unjustly enriches European Americans, and d) assumes social reform is adequate reform for oppression. Most European Americans are ignorant of how this racial frame normalises their privileged views of themselves and their experiences. Living in a world of racial isolation and whiteness evades colour, critique, and self-reflection (Barnes 2017).

Because of European Americans' racial isolation, inserting the silent schooling of whiteness into the education system is an easy method for creating an imagined reality for European Americans and dehumanising treatment of BIPOC Americans (Hawkman 2020). Further, stripping European ethnicity from European Americans forces them to accept whiteness as a national identity. When European Americans forget their ethnic identity, they become ethnically and culturally homeless. This homelessness encourages the internalisation of whiteness and suspicion of peoples who retain their ethnic identity (Branch 2003; Gonzales and Cauce 1995; Helms 1994; Phinney 1996). Centering whiteness in social studies content standards protects European American teachers and students from thinking about their lack of ethnic identity (DiAngelo 2011; Leonardo 2009; Unzueta and Lowery 2008). Because whiteness is not an ethnic culture, European Americans learn to view themselves as universal humans representing all cultures. Therefore, individual BIPOC American actions become cultural stereotypes, while European Americans' actions are considered personal indiscretions (Bonilla-Silva 2018; Delgado and Stefancie 2017).

There is a profound silence on race and racism in US social studies classrooms. Branch (2003) used CRT to uncover how European Americans' fear of being called racist, the interest convergence tenet, and high stakes testing supports the silent schooling of whiteness. Until 2001, individual states maintained the autonomy of their standardised testing until federal intervention with the No Child Left Behind (NCLB) Act. Content standards, performance standardisation, and testing became linked using 'Texas-style' accountability in education. In the 1990s, neoliberals gained control of the state government in Texas and restructured the education system. The new Texas education system became the framework for NCLB and heralded it as an effective education model (Valenzuela 2005). Government agencies and policymakers collected test data based on

racial and ethnic groups, gender, income status, (dis)abilities, and English language proficiency to determine school funding and other resources (Meier and Wood 2004; Gay 2018).

Several scholars have voiced concern that social studies content remain active statements of whiteness ideologies because of the silence about race, racism, slavery, as well as the lack of stories about the achievements and experiences of BIPOC Americans (Bonilla-Silva 2018; Chandler 2015; Ladson-Billings 2003; Lipsitz 2019; Sleeter 2002). BIPOC Americans make significant contributions to US society, particularly to the survival of democracy and popular sovereignty, yet those stories remain largely unknown (Feagin 2020; Omi and Winant 2015). In their research, Chandler and Branscombe (2015) revealed four whiteness themes in US social studies classrooms that help remove BIPOC American stories. First, the silent schooling of whiteness provides a colour-evasive, non-racist instructional discourse for teachers. Secondly, the narrative of European American exceptionalism protects the whiteness ideology from criticism. Thirdly, the transmitted social studies skills and knowledge contain selective information about racialised history. Lastly, the silent whiteness language creates missing narratives in the collective historical narrative.

Textbooks sometimes acknowledge contributions by BIPOC Americans but are still written in whiteness language (Byrne 2001). The silent schooling of whiteness frames narratives about how European Americans respond to adversity or conflicts rather than cause them. Textbook narratives about diversity, justice, and racist policies are often incomplete or flawed (Gay 2018). Skerrett and Hargreaves (2008) concluded that ‘standardisation has become the enemy of diversity’ (p. 913) because it reduces teachers’ abilities to incorporate culturally responsive practices in the classroom. When whiteness language defines the content, teachers often feel they cannot teach culturally responsive content for fear their students’ test performance will suffer. Therefore, teachers usually avoid cultural diversity, social class, race, and ethnicity topics beyond token acknowledgement and recognition (Gay 2018).

Racial literacy

According to Gay (2018), culturally responsive anti-racist instructional methods and practices prepare students to live, without fear or suspicion, among diverse cultural and racialised groups. Equally important, anti-racist education teaches students about the silent schooling of whiteness. Conversations about race and racism have the potential to disrupt a learning environment, so introducing racial literacy to the learning community inserts problem-solving potentiality. When Vetter and Hungerford-Kressor (2014) conducted a racial literacy study with 28 high school students, they found that small group work provided the best opportunity for students to engage in deep exploratory dialogue. Their research also discovered that teachers who received racial literacy professional development instruction were typically more confident in engaging in classroom race discussions.

On the other hand, Winans’ (2010) study revealed that offering more racial information in the classroom is not a good introduction to racial literacy. Students should analyse their racial experiences rather than focus on what they already know about race and racism. Using white emotionality to explore race-beliefs and experiences is a more

effective racial literacy practice than just a class discussion or two regarding race/racism. Once an established practice, racial literacy becomes a life-long process of self-exploration and societal examination (Grayson 2018)). Another racial literacy practice is the development of the counternarrative. Because whiteness education mythologises history, counternarratives illuminate and challenge those stories. Racial literacy then becomes a theoretical, methodological, and pedagogical component of the anti-racist, social justice classrooms (Solórzano and Yosso 2001).

Methodology

I undertook a qualitative framework analysis of fifth-grade and eighth-grade social studies content standards from New Mexico and Texas to understand whether the state standards used whiteness language, what racial themes emerged from the analysis, and whether using racial literacy could improve the language. No two states could be further apart than Texas and New Mexico in terms of wealth, population, and politics. Both states also have differing attitudes regarding their shared and diverse past. However, I chose the two states because of their shared history, culture, boundaries, and borders that predate European Americans' arrival. I selected fifth- and eighth-grade social studies because the subject is US History.

Texas and New Mexico approach education differently but spend similar amounts of money per student. In 2016, the total spending per student in Texas was \$9016 and \$9693 in New Mexico, with instructional spending per student in Texas at \$5514 and \$5418 in New Mexico (Education Spending per student by State 2020). While Texas institutions, education, and politics have fully embraced whiteness ideology, New Mexico attempts diversity within its institutions, education, and politics by recognising contributions made by indigenous cultures, European nations, notably Spain, and the United States. The Texas Education Agency (TEA) oversees K12 public education, and according to its website, 'Public education is big business in Texas' (Texas Education Agency Welcome & Overview, 2020, para2). The Texas Education Agency (TEA) website provides abundant information regarding the structure, history, and development of public education in Texas. In contrast, the New Mexico Public Education Department (NMPED) website emphasises current programmes and provides instructional resources to educators, parents, and administrators. The website also has links to indigenous instructional materials, a Culturally Responsive Teaching PDF document, and a rubric for 'Vetting Multiculturalism and Cultural Responsiveness in Instructional Materials' (Resources and Information – New Mexico Public Education Department 2020).

K12 education in the United States has five elementary (primary) grades and seven secondary grades. Elementary schools typically house grades one through five, while secondary grades consist of two separate campuses, middle school (grades 6–8) and high school (grades 9–12). Across the country, US History is typically taught in 5th, 8th, and 11th grades, and US Government is taught one semester in the 12th grade. The US History taught in 5th-grade classrooms in Texas roughly spans 450 years from 1565, the founding of St. Augustine, Florida, to the present day. New Mexico's 5th grade US history timeline predates European colonisation to include North American indigenous cultures

and concludes in the 21st century. Both states' 8th-grade historic timeline spans roughly 270 years from the founding of Jamestown in 1607 through the end of Reconstruction in 1877.

Data was collected and analysed from both states' currently adopted social studies content standards using MaxQDA data analysis software. The websites for downloading PDF copies of the content standards can be found in [Appendix A](#). The New Mexico Social Studies Standards (2009) divides into four strands, History, Geography, Civics and Government, and Economics. The strands, further divided into benchmarks, are often written as a measurable learning objective. The number of benchmarks within a strand varies, as does the list of content standards within each benchmark. The content standards, categorised by grade, are often written as measurable learning objectives. There are 176 New Mexico social studies standards for grades 5, 6, 7, and 8.

The Texas social studies standards for Grade 5 and Grade 8 are divided into two sections, Introduction, and Skills and Knowledge. The introduction provides an overview of the historical timeframe, the US cultural symbolisms students must know, students' learning skillset mastery, students' understanding of the free-market economy, and information about Celebrate Freedom Week. The Skills and Knowledge section contains nine categories, History, Geography, Economics, Government, Citizenship, Culture, Science, Technology & Society, and Social Studies Skill. The content standards, written like measurable learning objectives, include additional specific knowledge and skills students need to know within a particular section. The 5th grade has 106 content standards, while the 8th grade has 125 standards.

A coding matrix (See [Appendix A](#)) using Delgado & Stefancic's (2017) five CRT tenets and Bonilla-Silva's (2018) four 'colorblind' frames provided a satisfactory method for identifying whiteness themes. Using the matrix allowed me to identify texts with the CRT themes of Interest Convergence, Race is Ordinary, Race is Property, Legitimacy of Knowledge by People of Colour, Place Race and Racism in Context. I listed the 'colorblind' themes in the matrix as Race Proof Naturalisation, Cultural Racism, Individualism, Minimisation of Race.

Selective coding was employed to capture data within content standards relating to any of the matrix thematic variables. Additional codewords are references to capitalism/free-market/westward expansion, individualism, colonisation, and religion. Finally, the use of code words like 'race/racism,' 'indigenous,' 'slavery,' 'African Americans,' 'Latinx,' 'Asian' determined race literate language. Then axial coding was employed to determine connections or relationships between the variables. Ultimately, the 231 Texas social studies standards received 422 codes, while the 113 New Mexico standards received 264.

Because the language of whiteness is silent, deeper thematic analysis was needed. Therefore, definitions of CRT and the 'colorblind' frames provided by Delgado and Stefancie (2017), Bonilla-Silva (2018), as well as Smith's (2012) descriptions for the colonisation of history were placed in the matrix to define the intersection between a particular CRT tenet and 'colorblind' frame (See [Appendix A](#)). For example, the intersection between 'Race is ordinary' and 'Individualism' is defined as 'whiteness is the universal race.'¹ Another example of 'Individualism,' this time intersecting with 'Legitimacy of knowledge by people of color,' is defined as 'white knowledge is individual, but BIPOC knowledge is collective.'² These intersecting definitions provided racialised interpretations of the silence in whiteness language. [Appendix B](#) includes screenshots of

the results of the selective and axial coding of the Texas content standards inputted into MaxQDA software, while [Appendix C](#) is screenshots of the selective and axial coding results for New Mexico.

Findings

The general picture emerging from this analysis is that colour-evasive and non-racist themes and language are detectable when using CRT-framed analysis. I identified the silent schooling of whiteness in Texas and New Mexico content standards based on the higher usage of certain words and themes over others. The higher use of words like ‘religion,’ ‘individuals,’ and ‘Capitalism’ over words like ‘slavery,’ ‘indigenous,’ and ‘African American’ indicate whiteness interest in specific topics over others. The Texas content standards language provides evidence of whiteness interest in capitalism and property ownership over human rights. Capitalism and property ownership are important in New Mexico content standards, too, but there are attempts with culturally responsive language. Interestingly, even that language contains bias. While there is an attempt to include the cultures and experiences of indigenous peoples in the northern part of the state, there are no references to the cultures and experiences of the Mexican Americans living along the border in the southern half of the state.

Texas content standards coding frequency

The Texas social studies content standards provided 105 examples of the whiteness narratives that ignore race, 96 examples of the CRT tenet of interest convergence, reflecting European American attitudes, beliefs, values, and morals, and 42 examples of the CRT themes show race as property (see [Table 1](#)). Other CRT themes include: Race is ordinary (61 examples), legitimacy of knowledge by people of colour (39 examples), and placing race and racism in context (28 examples). There are 85 examples of ‘colorblind’ themes of cultural racism reinforcing stereotypes about minoritised cultures (see [Table 1](#)). Other ‘colorblind’ themes included 52 examples of individualism and 28 examples of

Table 1. Texas content standards: matrix coding themes & code word frequency.

CRT Themes	Number of Examples
Interest Convergence	96
Race is Ordinary	61
Race as Property	42
Legitimacy of Knowledge by People of Colour	39
Placing Race & Racism in Context	28
‘Colorblind’ Themes	Number of Examples
Race-Proof Naturalisation	105
Cultural Racism	85
Individualism	52
Minimisation of Race	24
Code Words	Number of Examples
Economics (Capitalism, Free Market, Westward Expansion)	64
‘Religion’	18
‘Slavery’	9
‘Race’	4
‘African American’	2
‘American Indian’	2

minimisation of race. Sixty-four code words reference economic growth, i.e., capitalism, free-market economy, and westward expansion, while the code word 'slavery' was referenced nine times. The code word 'religion' had 18 references, but the word 'race' was used four times. The words 'African Americans' and 'American Indians' appeared twice each. There were no direct references to Latinx, particularly Mexican or Asian cultures.

The data shows a direct connection between economic topics and examples of interest convergence. Of the 20 definitions, ten became common themes in the content standards and are listed in Table 2. Notably, there were 51 examples of whiteness language, 43 examples of mythological whiteness history, and 26 examples of the standards promoting European American values, beliefs, and knowledge. Additionally, the non-racist, colour-evasive language described whiteness as the universal race (23 examples), European American actions are not racially motivated (20 examples), and economic or class status has nothing to do with race (19 examples).

New Mexico standards coding frequency

Although New Mexico standards were written in a more culturally responsive language, there are 73 examples of the race proof 'colorblind' themes, 63 examples of interest convergence themes, and 34 examples of economic codewords of 'capitalism,' 'free market,' and 'westward expansion' (see Table 3). Other CRT themes include 29 examples

Table 2. Texas content standards: ten most frequent matrix definitions.

Matrix Definitions	Number of Examples
• Whiteness is in full display and invisible at the same time.	51
• The founding of the white nation is a myth when told as raceless.	43
• White history establishes universal values, beliefs, and knowledge.	26
• Whiteness is the universal race.	23
• White people's actions are raceless; creating blank spaces in the historical narrative.	20
• Race has nothing to do with economic or class status.	19
• Missing are meaningful representations of BIPOC groups	15
• Property rights vs. human rights.	14
• White knowledge is individual; BIPOC knowledge is collective.	13
• Genocide, racism, and oppression are viewed as aberrations rather than the norm.	12

Table 3. New Mexico content standards: matrix coding themes & code word frequency.

CRT Themes	Number of Examples
Place Race & Racism in Context	29
Race as Property	10
Legitimacy of Knowledge by People of Colour	6
'Colorblind' Themes	Number of Examples
Cultural Racism	25
Minimisation of Race	11
Individualism	6
Code Words	Number of Examples
Economics (Free Market, Capitalism, Westward Expansion)	34
American Indian (Native Americans, tribal governments)	21
European Colonisation	11
Religion	6
Slavery	4
Race	3
African Americans	2

of placing race and racism in context, ten examples of race as property, and six examples of knowledge legitimacy of people of colour. There were no examples of the CRT tenet that race is ordinary. Examples of colorblind frames include 25 examples of cultural racism, 11 examples of minimisation of race, and six examples of individualism. There were 26 examples of culturally responsive or race literate language in the New Mexico standards compared to the seven examples in the Texas standards. Twenty-one standards made references to either Native Americans or tribal governments; however, there are only two references about African Americans and no references about Mexican, Latinx, or Asian cultures. There are four references about slavery and the codeword ‘race’ mentioned three times. There are six codeword references to ‘religion’ and 11 references to either European colonisation or European Americans.

Table 4 show the frequency of nine of the 20 intersecting definitions between CRT tenets and ‘colorblind’ frames. The definition, ‘Whiteness, is on full display and invisible at the same time,’³ intersects the ‘colorblind’ frame of race-proof naturalisation and CRT tenet, interest convergence, and was identified 47 times. Examples of non-racialised actions of European Americans appear in 16 standards; history told as a white myth were in 13 standards, and European American guidelines for universal values, beliefs, and knowledge appeared at least 12 times. While the New Mexico standards show less frequency of whiteness language, an additional bias was revealed in culturally responsive language about northern New Mexico indigenous cultures while ignoring the southern New Mexico border cultures.

Coded language differences between the state standards

Language differences between the two states also helped reveal whiteness language in the content standards. I illustrated the whiteness language examples in this section using *italicised* font, while culturally responsive or race literate language appears in **bold** font. Whiteness language assumes readers understand that US History is the narrative about European American history. For example, the 5th grade Texas standards require students to ‘identify reasons people moved west’ (History (4)(C)) without making clear exactly which people moved west. In contrast, the New Mexico 8th grade standard reads, ‘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’ (Geography Strand. Content Standard II. 2-A.8.2).⁴

Table 4. New Mexico content standards: *Nin most frequent matrix definitions.*

Matrix Definitions	Number of Frequencies
• Whiteness is in full display and invisible at the same time.	47
• White people’s actions are raceless, creating blank spaces in the historical narrative	16
• The founding of the white nation is a myth when told as raceless.	13
• White history establishes universal values, beliefs, and knowledge.	12
• Race has nothing to do with economic or class status.	10
• Diverse cultures often shown as the background props to the white narrative.	7
• White knowledge is individual; BIPOC knowledge is collective.	6
• No context between white colonisation and current societal issues.	6
• Genocide, racism, and oppression are viewed as aberrations rather than the norm.	4

The 8th grade New Mexico standards about the ‘successes and failures of the reforms during the age of Jackson’ requires students to describe the ‘extension of franchise to all **white men**, Indian removal, the Trail of Tears, the Long Walk and the abolition movement’ (History Strand. Content Standard I. 1-B.8.4. a, b, c) while the Texas 8th grade standard requirement reads: ‘explain the impact of the election of Andrew Jackson, including *expanded suffrage*; analyse the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears’ (History (5) (F)(G)). Both states identify the expansion of European American male voting rights as historically noteworthy. Only New Mexico specifically identifies white men as the recipients and includes the abolition movement at the end. Texas remains vague about the expansion of voting rights to African Americans, Native Americans, and women, as evidenced in the 5th-grade standard, ‘describe various amendments to the US Constitution such as those that *extended voting rights of US citizens*’ (Citizenship (20)(B)).

Both states differ in the historical emphasis on the topic of European colonisation. New Mexico 5th grade has several standards that require students to ‘explain the reasons for European exploration of the Americas’ (History Strand Content Standards I, Benchmark 1-A, 5.1), ‘explain the motivations for the European exploration of the Americas’ (History Strand Content Standards I, Benchmark 1-B, 5.1), ‘identify the interactions between **American Indians and European settlers**, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving,⁵ the pueblo revolt,⁶ French and Indian war)’ (History Strand Content Standards I, Benchmark 1-B, 5.4). The standard ‘describe how the introduction of slavery into the Americas, and especially the United States’ (History Strand Content Standards I, Benchmark 1-B, 5.5) is interesting because it makes the distinction between the United States as a nation and the hemisphere of America continents. These types of distinctions are rare. Another form of whiteness language is coopting ‘American’ to mean United States residents when technically anyone living in the Americas are Americans.

The 5th New Mexico standards for European exploration and colonisation also require students to ‘describe the characteristics of early societies’ and describe the ‘development of **slavery** as a widespread practice that limits human freedoms and potentials’ (History Strand Content Standards I, Benchmark 1-C, 5.1 & 5.4). In contrast, in the 5th grade Texas standards, European colonisation begins in 1565 with the founding of St. Augustine, Florida. Students are required to ‘explain when, where, and why groups of people explored, colonised, and settled in the United States, including the search for *religious freedom* and *economic gain*; and describe the accomplishments of *significant individuals during the colonial period*’ (History (1)(A)(B)). The significant individuals named are primarily religious white British colonists, so it can be assumed the reference that exploration and colonisation by ‘groups of people’ are British, Spanish, and occasionally French groups.

While there are differences between both states recognising indigenous North American cultures, language similarities using the CRT tenet, interest convergence implies that European Americans’ attitudes, beliefs, and morals are the same for all cultures. Several examples in both state content standards use language to omit racial references when mentioning US or American residents. The omission is particularly revealing in the New Mexico content standards, especially when culturally responsive

content standards recognise Native Americans. For example, New Mexico Benchmark 1-B, 8.5, tells students to ‘describe, explain and analyse 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.’ Furthermore, Benchmark 2-D, 8.1, ‘explain and describe how the *movement of people impacted and shaped western settlement*’ as opposed to the more culturally responsive standard that reads ‘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*)⁷ to include movement into the southwest along established settlement, trade, and rail routes’ (Benchmark 2-A, 8. 2).

Other examples of interest convergence that contributes to mythologising American history in the New Mexico content standards include, ‘identify and describe the *significance of American symbols, landmarks, and essential documents*’ (Content III, Benchmark 3-A, 5.3), ‘explain the significance and importance of *American customs, symbols, landmarks, and celebrations*’ (Content III, Benchmark 3-B, 5.1), ‘Explain how the *development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles*’ (Content III, Benchmark 3-B, 8.1). The interest convergence language provides race-proof narratives that support whiteness by never mentioning BIPOC Americans’ narratives and histories. The race-proof narratives also establish universal values, beliefs, and knowledge from a European American perspective. For example, the 5th grade (Economics (13)(E)) standards read ‘explain the impact of *American ideas* about progress and equality of *opportunity on the economic development and growth* of the United States.’ An 8th-grade standard (History (3)(C)) states, ‘describe how *religion and virtue* contributed to the growth of representative government in the American colonies.’ An awkwardly written standard in the New Mexico 5th grade standards attempts to appear diverse but is Euro-centric. ‘Describe . . . colonists’ and **Native Americans**’ shared *sense of individualism*, independence and *religious freedom* that developed before the revolution’ (Benchmark 3-C, 5.1.a). This standard assumes that the quest for individualism, independence, and religious freedom are characteristics of all North American indigenous peoples, too.

Assumptions that all cultures share the same values as European Americans also imply whiteness as the universal race. The universality of whiteness removes notions of racial discourse from the historical stories. The absence of race dialogues turns historical accounts into mythologies about the founding of the United States. The introduction to the Texas standards states, ‘Students examine the *American beliefs and principles* (and) . . . examine the rights and responsibilities of the citizens of the United States’ as goals, among others, for the social studies content standards. Value-added language in standards read ‘evaluate the contributions of the Founding Fathers as *models of civic virtue*’ (Citizenship (20)(A)), and ‘analyse the *leadership* qualities of elected and appointed leaders of the United States . . .’ (Citizenship (22)(A)). Also located in the 8th grade Texas Citizenship standards is an objective for students to analyse civil disobedience using only the Boston Tea Party and Henry David Thoreau’s refusal to pay tax as examples.⁸

The standards reveal that European American knowledge is individual, but BIPOC Americans’ knowledge is collective. The content standards from both states separate the actions of specific European American ‘heroes and heroines’ from the group efforts by

BIPOC Americans. The Texas content standards have a Culture content strand that has several standards that expect students to identify, explain or describe ‘*various racial, ethnic and religious groups*,’ however in the History, Government, and Citizenship content strands, students are expected to ‘explain the roles played by *significant individuals* such as,’ with the names of the individuals listed.’ New Mexico employs the same methods of lumping cultural groups together, ‘explain the role of **African Americans**; purpose and effect of the emancipation proclamation,’ while selecting ‘the contributions and roles of *major individual*’ throughout specific nation-building eras.

New Mexico provides more possibilities for race-literate content standards. For example, New Mexico Benchmark 3-D states that students should ‘explain how *individuals* have rights and responsibilities as members of social groups, families, schools, communities, states, **tribes** and countries’ while specifically telling 5th graders to ‘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’ (Content Standards III, Benchmark 3-D, 5.1). An 8th standard reveals a more race literate standards that read: ‘understand the multiplicity and complexity of **human rights** issues’ (8.2). The New Mexico Strand, Civics, and Government expect students to understand governmental functions at the ‘local, state, **tribal** and national levels.’ In the Texas standards, culturally responsive or race literate content standards are confined to the Cultural Strand that expects students to understand ‘relationships between and among people from *various* groups, including **racial, ethnic and religious groups** during the 17th, 18th and 19th centuries’ (Culture, (23)).

Discussion and conclusion

When considering a qualitative framework analysis using critical language from CRT tenets, Bonilla-Silva’s (2018) Four Frames of ‘Colorblind’ Racism, and Smith’s (2012) decolonising methodologies, the invisible whiteness language becomes detectable. Using critical language in this research became a whiteness decoding guide for me. Having the ability to decode whiteness language is significant because, as Kendi (2019) noted, there is no continuum between being a racist or anti-racist. Actions, or nonactions, are either racist or anti-racist, never both. Ignoring whiteness language is a racist act, while anti-racist actions seek to identify and disrupt whiteness language.

From this study, an important finding becomes quite clear. Using critical language as analysis tools identified silent whiteness language. As a European American researcher, I could easily identify and decode whiteness language and uncover a wealth of information. The silent schooling of whiteness appeared below the surface of non-racial language in social studies content standards from Texas and New Mexico. Analysis of the language revealed a strong link between interest convergence and capitalism. Other whiteness themes included European liberalism and individualism, historical facts as mythology, whiteness as an ethnicity, and silence on BIPOC American knowledge and stories. There was too much information to unpack for one article, so I focused on two themes that best answered the research questions. The first theme is valuing capitalism and property ownership over human rights. The second theme is the profound silence about Mexican peoples from two former Mexican territories with a large Latinx population.

In response to the first research question, the whiteness language in the social studies standards sanctioned racist policies that upheld capitalism. Learning about economic practices and human rights should not be mutually exclusive. However, the whiteness agenda promoting capitalism also silenced human rights issues. For example, promoting the economic development in Colonial America silenced the human rights issues about the economic practice of slavery. The inability to discuss both becomes a zero-sum illusion that wealth is more important than life. Similarly, focusing on westward expansion without mentioning indigenous genocide shifts students' gaze to property ownership rights instead of human rights. Students internalise the whiteness message that pursuing wealth is preferable to respecting life. Studying the economic benefits for the 'American belief in Manifest Destiny' instead of learning how lives were uprooted and destroyed from those beliefs is another example of whiteness indoctrination.

Further, the language requires teachers to perform the racist act of remaining silent whiteness gatekeepers. The whiteness standards intentionally make it difficult for history teachers to create a culturally responsive and anti-racist learning community (Chandler and Branscombe 2015). In April 2021, the Idaho legislature passed a bill restricting education about racism and sexism (Jones 2021). Visible flashes of the whiteness grip on education are reoccurring messages of European Americans remaining in control of the narrative.

The second research question asks what, if any, racial themes emerge from the social studies content standards language. There were few culturally responsive racial themes. The few themes that did appear were backdrops to the whiteness conquest, colonisation, and economic expansion narrative. The infrequency of BIPOC Americans in the standards upholds the whiteness notion of their lack of influence in US History except to support 'American beliefs and principles.' Having lived in both states, I find the silence in social studies content standards about Mexican peoples astounding. The Mexican American culture is influential in both states and dominant in cities like San Antonio, Texas, or regions like the Rio Grande Valley and Southern New Mexico. I did not expect many references about Latinx peoples but never anticipated *no* references. New Mexico's silence is particularly puzzling given the culturally responsive language and education resources about the tribal nations in the northern part of the state. Hesitantly, I cynically suggest the culturally responsive language originates from the lucrative tourism economy, New Mexico's third primary economic industry, that equals the military and petroleum industries.

The third question helped identify how using critical language informs racial literacy practices for examining whiteness language. This study used CWS and critical language to centre whiteness ideology in the content standards language. The study's findings reflect the successful use of CRT language for analysing whiteness in education. Introducing CRT as praxis in teacher education programmes could help preservice teachers examine whiteness. Even more important, the teacher education programmes advocating anti-racist praxis could end their complacent involvement in racist whiteness education policies. The majority of K12 educators are European American women uncomfortable discussing race and racism (Young 2010). Many are race-ignorant and assume that being colour-evasive and non-racial means being anti-racist. Developing an educated race-consciousness helps European American teachers become aware of the need for anti-racist and racial literacy instructional methods (Martell 2015). As the nexus

between racist policies and education, teacher education programmes need to move away from whiteness education towards social justice, anti-racist, and culturally relevant education.

The limitations of this research include a short research period spanning 16 weeks. Also, the risk for data analysis bias is moderately high due to the positionality of

the single researcher. Future studies should continue exploring methods for uncovering and decoding whiteness language in all content standards and curricula. Other studies could examine strategies to develop European American awareness of whiteness education. But most importantly, further research into how to disrupt racist teacher education programmes that perpetuate whiteness education.

This study was consistent with previous research centring whiteness in curriculum and instruction (Leonardo 2009; Unzueta and Lowery 2008). Colour-evasive and non-racial language in education promotes the whiteness economic agenda to normalise capitalism's pursuit for wealth at the expense of human rights. For this indoctrination to be successful, ethnic narratives are removed, which means European Americans must adopt whiteness as their new ethnic identity. At the same time, BIPOC Americans' ethnicities become marginalised and vanish from the whiteness narratives supporting capitalist expansion.

Because it is relatively easy to identify the silent schooling of whiteness using CRT language, it is also possible to replace that language using racial literacy methods like counternarratives and culturally relevant language. The former US presidential administration encouraged an open and ugly whiteness revival. However, now is the perfect opportunity for European Americans to look in the mirror at that ugliness. And many are. Teacher education programmes cannot remain slow in implementing anti-racist social justice education. Now is a golden opportunity for anti-racist educators to capitalise on the current whiteness movement by actively challenging its narrative.

Notes

1. Adapted from Smith's (2012) *Decolonising Methodologies*, p. 31.
2. Adapted from Delgado and Stefancic (2017) *Critical Race Theory: An Introduction*
3. Adapted from Bonilla-Silva's (2018) *Racism without racism: Colour-blind racism and the persistence of racial inequality in america*. 5th edition. Lanham, Maryland: The Rowman & Littlefield Publishing Group, Inc.
4. The content standards for both states ignore they were once territories of Mexico. While this narrative is included in state history curricula (taught in 7th grade), remaining silent in the states' US History curricula creates huge gaps in the narratives. According to the 2010 US Census, in Texas, 40% of the population is Latinx while 49% in New Mexico.
5. A regional historical event not found in other states' US history content standards, El Paso, Texas and New Mexico claims the first Thanksgiving occurred on 30 April 1598 on the banks of the Rio Grande River (now an international boundary between Mexico and US) between Spanish explorer Juan de Oñate's expedition and the Mansos peoples.
6. Another unique historical event not found in other states' US history standards. The Pueblo Revolt of 1680 successfully overthrew the Spanish rule in northern New Mexico for 12 years. The revolt organised by many Pueblo communities was the result of almost 100 years of tyranny by despotic men like Juan de Oñate.

7. African Americans, Mexican Americans (Latinx), and Asian Americans contributions are silenced here.
8. Both actions were by European American men for economic purposes, although Thoreau's protest against the Mexican War was a bit more altruistic.
9. Adapted from Smith's (2012) *Decolonising Methodologies*. London: Zed Books Ltd.
10. Adapted from Bonilla-Silva's (2018) *Racism without racism: Colour-blind racism and the persistence of racial inequality in america*. 5th edition. Lanham, Maryland: The Rowman & Littlefield Publishing Group, Inc.
11. Adapted from Delgado & Stefancic's (2017) *Critical race theory: An introduction*. 3rd edition. New York: New York University Press.

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Appendices

Appendix A. Coding Matrix

Theoretical Construction of the Coding Matrix

Four Frames of 'Colorblind' Racism Definitions (Bonilla-Silva 2018)

- (1) Individualism is a consumer, business-oriented concept that supports property rights, free trade, capitalism over human rights.
- (2) Race proof narratives (Naturalisation) explains away race and racism.
- (3) Cultural racism provides stereotypical arguments to explain the standing of minorities in society.
- (4) Minimisation of race disconnects current societal issues from historical events. Suggests today is a post-racial society.

Critical Race Tenets Definitions (Delgado and Stefancie 2017)

- (1) **Racism is ordinary** through the practice of meritocracy, colorblindness, and liberalism.

- (2) **Interest convergence are the attitudes, beliefs, values and morals shared by the majority of people in a given society.**
- (3) **Race is a social construct and Whiteness as property.**
- (4) Centrality of experiential knowledge recognises that the knowledge of people of colour is legitimate.
- (5) **Transdisciplinary perspective offers CRT curriculum integration in education by placing race and racism into historical and contemporary context.**

The Colonising Purpose of Western History Definitions (Smith 2012)

- (1) Discursive knowledge that creates classification systems, rules of practice, and methods for western science, thought, and the rule of law.
 - (a) Guidelines to establish universal values, beliefs, and knowledge.
 - (1) A story of linear development and an official chronology of historical events.
 - (2) Representation of human progression from primitive to civilised.
 - (3) A chart for human development of morality, emotions, and intellect.
 - (4) One narrative.
 - (5) Neutral, innocent, and unbiased information.

Social Studies Content Standards Websites

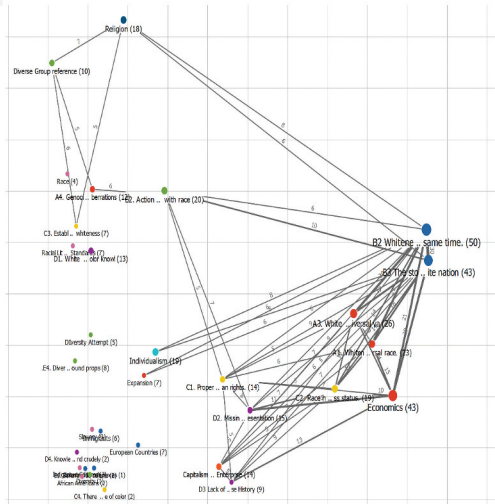
- (1) Texas Essential Knowledge and Skills for Social Studies: <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>.
- (2) New Mexico Social Studies Content Standards: https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/SocialStudiesStandards_5-8.pdf

Appendix B. Screenshots of Texas Content Standards Selective and Axial Coding (MaxQDA)

Appendix C. Screenshots of New Mexico Content Standards Selective and Axial Coding (MaxQDA)

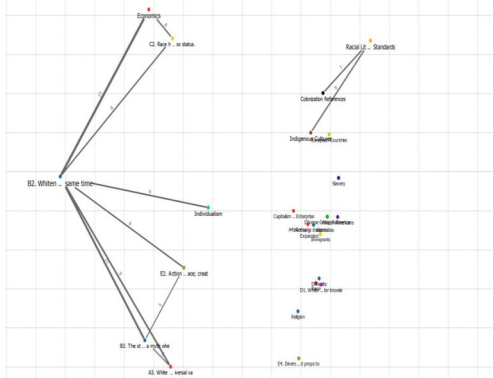
Colorblind Frames	Individualism	Race-proof Naturalisation	Cultural Racism	Minimalization of Race
CRT Tenets				
Race is Ordinary	Whiteness is the universal race. ⁹	Race is explained as abnormal. ¹⁰	White history provides guidelines to establish universal values, beliefs, and knowledge. ¹	Genocide, racism and oppression are viewed as aberrations in our history rather than the norm. ¹
Interest	Convergence	Benevolent actions by white leaders towards diverse cultures benefit white society and economy, i.e. whiteness history is patriarchal. ¹	Whiteness is in full display and invisible at the same time. ²	The story of the founding of the white nation is a myth when told as raceless. ¹
One group of individuals (i.e.	slaveowners) are responsible for racial crimes rather than revealing the systematic racism and oppression of the entire nation building process. ²			
Race as Property	Property rights vs human rights. ¹¹	Race has nothing to do with economic or class status. ²	Establishes 'Otherness' to promote white ideals: whiteness vs blackness, freedom vs slavery, wealth vs poverty. ¹	There are plenty of opportunities for people of colour if they get out there and hustle for it. ³
Legitimacy of knowledge by people of colour	White knowledge is individual, but BIPOC knowledge is collective. ¹	Missing in the content are meaningful representation of historical actions and interactions of diverse groups. ³	Lack of information about ethnically diverse people, issues, cultures, and experiences imply that they are not only irrelevant but expendable. ¹	Knowledge from people of colour is minimized, and crudely represented and simplified. ¹
Place Race and racism into historical and	contemporary contexts	No context between white colonisation and current societal issues. ²	Actions of white people have nothing to do with race; creating blank spaces in the historical narrative. ²	Minimalization of language to 'protect' people of colour. The linear development in white history also represents human progression from primitive to civilised. ¹
Diverse cultures are often shown as the background props to the white narrative. ¹				

Code System	Gr...	Gr...	SUM
Texas Codes			
A			0
A1. Whiteness is the universal ra			23
A3. White history provides guide			26
A4. Genocide, racism and oppre			12
B			0
B1. Benevolent actions by white			2
B2. Whiteness is in full display an			50
B3. The story of the founding of			43
C			0
C1. Property rights vs human rig			14
C2. Race has nothing to do with			19
C3. Establishes 'Otherness' to pr			7
C4. There are plenty of opportur			2
D			0
D1. White knowledge is individu			13
D2. Missing in the content are m			15
D3. Lack of Diverse History			9
D4. Knowledge from people of c			2
E			0
E2. Actions of white people have			20
E4. Diverse cultures are often sh			8
Colonization references			6
Immigrants			6
European Countries			7
Diverse Group reference			10
Diversity Attempt			5
Diversity			1
Economics			43
Expansion			7
Capitalism/Free Market/Free Ent			14
Individualism			19
Racial Literate Content Standards			7
Race			4
Indigenous Cultures			2
African Americans			2
Slavery			2
Religion			18
SUM	131	289	420



Code System	Texas	A	A1...	A3...	A4...	B	B1...	B2...	B3...	C	C1...	C2...	C3...	C4...	D	D1...	D2...	D3...	D4...	E	E2...	E4...	In...	Eur...	Dive...	Dive...	Eco...	Exp...	Cap...	Ind...	Raci...						
A1. Whiteness is the universal ra																																					
A3. White history provides guide																																					
A4. Genocide, racism and oppre																																					
B1. Benevolent actions by white																																					
B2. Whiteness is in full display and r																																					
B3. The story of the founding of																																					
C1. Property rights vs human right																																					
C2. Race has nothing to do with																																					
C3. Establishes 'Otherness' to pr																																					
C4. There are plenty of opportant																																					
D1. White knowledge is individual, I																																					
D2. Missing in the content are m																																					
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E2. Actions of white people have n																																					
E4. Diverse cultures are often sho																																					
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Individualism																																					
Indigenous Cultures																																					
African Americans																																					
Slavery																																					
Religion																																					
SUM	0	0	100	104	51	8	3	183	174	4	69	183	45	18	0	40	94	64	9	9	77	27	2	17	17	42	14	1	135	19	44	28	26				

Code System	Soci...	SUM
New Mexico Codes		0
Frame A		0
A3. White history provides guide		12
A4. Genocide, racism and oppre		4
A1. Whiteness is the universal race.		1
Frame B		0
B2. Whiteness is in full display ai		47
B3. The story of the founding of		13
B4. One group of individuals (i.e		2
Frame C		0
C2. Race has nothing to do with ecc		10
Frame D		0
D1. White knowledge is individu		6
Frame E		0
E2. Actions of white people have		16
E4. Diverse cultures are often sh		7
Colonization References		11
European Countries		9
Immigrants		1
Diverse Group Reference		3
Diversity		3
Diversity Attempt		0
Economics		26
Capitalism/Free Market/Free Ent		3
Expansion		3
Individualism		22
Racial Literate Content Standards		26
Race		3
African Americans		3
Slavery		4
Indigenous Cultures		21
Religion		6
SUM	262	262



Code System	Ne.	Fr...	A3...	A4...	A1...	Fr...	B2...	B3...	B4...	Fr...	C2...	Fr...	D1...	Fr...	E2...	E4...	Col.	Exp...	Ind.	Rac.	Race	Afr.	Slav.	Ind.	Rel.						
New Mexico Codes																															
Frame A																															
A3. White history provides guide							12																								
A4. Genocide, racism and oppress							4																								
A1. Whiteness is the universal race.							1																								
Frame B																															
B2. Whiteness is in full display and							47																								
B3. The story of the founding of th							13																								
B4. One group of individuals (i.e. si							2																								
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C2. Race has nothing to do with econo							10																								
Frame D																															
D1. White knowledge is individual,							6																								
Frame E																															
E2. Actions of white people have n							16																								
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Diverse Group Reference																															
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Expansion							3																								
Individualism							22																								
Racial Literate Content Standards																															
Race							3																								
African Americans							3																								
Slavery							4																								
Indigenous Cultures							21																								
Religion							6																								
SUM	0	0	26	7	0	0	74	38	6	0	24	0	13	0	27	20	19	9	1	3	2	0	27	3	23	43	6	9	8	25	11

[EXTERNAL] Public comment on the new social studies standards

Elizabeth Tidrick <etidrick@montedelsol.org>

Fri 11/12/2021 12:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a teacher with 17 years of experience at both the college and high school level, I can say that, in my opinion, the most important aspect of teaching is to always lead your students towards learning the truth. The truth can never hurt or unfairly influence any student. These new social studies standards are so important because they speak to the truth. History should be the truth. Period. These standards have been very thoughtfully redesigned by teachers with decades of experience. I encourage everyone to uphold our state's education system in its push to teach the truth for all communities of our state.

[EXTERNAL] Reject the proposed Social Studies Standards of 2021 NMAC 6.29.11

Dianne Coane <dcoane@gmail.com>

Fri 11/12/2021 12:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

John Sena
Policy Division
New Mexico Public Education Department (NMPED)
300 Don Gaspar Avenue
Room 121
Santa Fe, New Mexico 87501

Dear Mr Sena,

RE: Reject the proposed Social Studies Standards of 2021 NMAC 6.29.11

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights by treating people differently according to race. It should not be elevated in American classrooms or in our military.

I urge NMPED to promote knowledge of civics, not social action and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights, and the equal treatment under the law, as well as historical facts and content that prepares students for life after school.

Some of the most egregious new proposed standards include:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices.
6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of

inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)

5. Within High School U.S. History, a requirement that students "evaluate what an efficient, equitable, and just economic system would look like in the U.S." This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)

9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v. class assumption herein. 6.29.11.13(A)(3)(b)

10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement Back the Blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms or our military, or in our country. I emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

Thank you for your time.

Sincerely,
Dianne Coane
18 Loma del Escolar
dcoane@gmail.com
505-660-1344

[EXTERNAL] Proposed social studies standards

Tyner <tyner@q.com>

Fri 11/12/2021 12:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

While I will be unable to attend today's zoom meeting, I wanted to let you know that I strongly support updating New Mexico's social studies standards per the Yazzie/Martinez v. State of New Mexico lawsuit and our Governor's position.

Thank you!

Craig

Craig Tyner
13516 Witcher Ave NE
Albuquerque, NM
tyner@q.com
505-294-5289
505-252-4217 cell

[EXTERNAL] Rule feedback

Brian McCollaum <brianmccollam1968@gmail.com>

Fri 11/12/2021 12:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon,

I would implore the governing body to resist the urge to obscure history by deeming accurate, if discomfoting, FACTS about history be hidden or dissed in favor of a mythical notion of the US as somehow being free from problems on its history. We cannot progress as a nation or individual communities without seeing accurately our past, determining how it affects the present, to make plans to better our collective future. Please listen to reality and don't hobble our future by intentionally distorting the teaching history to placate a noisy but small few.

Respectfully,

Brian McCollaum
Aztec, NM

[EXTERNAL] Proposed repeal and replacement of 6.29.11 NMAC, Social Studies

Patricia Bartels <pbartels8@comcast.net>

Fri 11/12/2021 12:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To: Mr. John Sena

Policy Division of NM PED

Dear Mr. Sena,

I am writing in support of the proposed changes to 6.28.11 NMAC, K-12 Social Studies standards.

The proposed new standards update the standards with the most recent education research, best practices for teaching, and ensure that New Mexico children are receiving the best education possible. It is past time to make these changes.

The false rhetoric and misinformation that is being shared by the GOP about the proposed curriculum - that it will indoctrinate students with a "false theology" and lead to a socialist system - is a false narrative. These arguments serve to foment further cultural divide and are an attempt to maintain the white dominant culture.

The new standards recognize the unique nature of our minority-majority state population. They align with the Yazzie lawsuit that curriculum must be culturally and linguistically relevant to our population school children - more than 70% of whom are kids of color. These changes will help to build bridges between communities while allowing for a diversity of views.

Teaching an accurate account of U.S. history and the historical impact of laws and practices that have created systemic oppression of People of Color is necessary to create a culture that recognizes and understands the historical racial injustices that have existed and continue to exist within our country. Every country has as part of its history, elements that "make it great" and elements that are shameful.

By asking students to apply a higher level of thinking about historical events (appropriate for their grade level) we enhance student's critical thinking skills far beyond simply memorizing names and dates and the contributions of a particular race, gender and caste of historical people.

These new standards for Social Studies will help our young people create a world where there is room for everyone and each person is valuable to the group. These civic values are important in teaching students important civic values and teach students how to think, not what to think, and help them be better citizens.

Respectfully submitted,

Patricia Bartels
1412 Silver Ave SW
Albuquerque, NM 87104

[EXTERNAL] Public comment on Social Studies standards update

Janet Nordmann <janetnordmann@yahoo.com>

Fri 11/12/2021 12:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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After reviewing the proposed update to New Mexico's social studies standards I am impressed. Many years have passed since I went through the public school system. I believe I received a good education, but so much in the world has changed since that time. There is so much more information to be addressed - discoveries of the distant past, revelations of how one thing has impacted another over time, advancements in areas that impact people all over the world, developments in New Mexico and in the United States, political movements, societal changes.....

I am happy to endorse the proposed update. However, I do have a few concerns. One of my concerns has to do with the materials to be used. All materials for the various grade levels need to be vetted for factual accuracy and inclusiveness of details and viewpoints. Another concern has to do with teacher presentation of issues that might be considered to be inflammatory. I assume that today those individuals studying to become teachers are taught how to refrain from injecting their personal opinions/biases into the teaching of any subject matter. That is as it should be in the public school system. I sincerely hope that school districts throughout New Mexico review this concept on an annual basis. Even the teacher who has been in the field for 5, 10, or 20 years may need and appreciate the reminder. Today's political climate can make the career of teaching much more difficult than it was in my time as a teacher. Our teachers need the support of administration and the public so the future generations are productive, thoughtful citizens.

I recommend that updates to the social studies standards be done every 10 years in subject areas where significant events have occurred since the last update. The world changes rapidly. Waiting 20 years to do a major update is most likely a mistake.

Thank you,
Janet Nordmann,
Las Cruces

Sent from my iPad

[EXTERNAL] comment on proposed social studies standards

Paula Sabloff <psabloff@gmail.com>

Fri 11/12/2021 12:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please see my comment, attached.

--

Paula L.W. Sabloff, Ph.D.

External Faculty Fellow

Santa Fe Institute

1399 Hyde Park Road

Santa Fe, NM 87501

psabloff@santafe.edu

Testimony to the Department of Public Education
Paula LW Sabloff

Good afternoon. My name is Professor Paula Sabloff. I am an anthropologist and an External Faculty member at the Santa Fe Institute. I am also a mother of adult children who attended the Albuquerque public schools. Now I am a caring educator and grandmother.

I want to congratulate the PED and all the educators who worked to rewrite the social studies standards in such a meaningful way. I look forward to its passage, for I believe these new standards will make a big difference in our children's understanding of the world they live in and the world they will inherit as adults.

In this time of young people being bombarded with social media, the **inquiry strand** of the revisions is more important than ever. Students of all ages need to learn how to distinguish between facts and different interpretations of those facts. I was lucky to learn this from 2 sources: In 7th grade, we had a unit of evaluating so-called facts, especially in advertising campaigns. I am 76, and I still remember learning this.

Of course my most important teacher was my grandmother. She would sit in front of the TV when the old Chesterfield cigarette ads came on. They claimed that each cigarette had 20,000 filter traps. My grandmother would shout at the TV set: "Who is counting them?" **Everyone** should have a grandmother like mine. But since most people don't, the schools need to help children learn healthy skepticism. They need to learn how to ask—and judge—good questions. And they need to learn how to evaluate statements by taking into account the goals and perspectives of the people who are talking. By learning to evaluate speech and texts as well as videos, students will develop the tools to navigate their complex world.

We owe it to our children to prepare them for the world they live in and the world they will grow into. The Department of Public Education's proposed **inquiry strand** will help them prepare. I applaud you in featuring this strand among the others.

Thank you.

[EXTERNAL] New social studies standards

Rebecca Olsen <music_s@yahoo.com>

Fri 11/12/2021 12:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Just wanted to comment that I don't agree with the new standards. Is there somewhere I need to comment? I am a teacher in the GISD.

Thank you

Rebecca Olsen

[Sent from Yahoo Mail for iPhone](#)

[EXTERNAL] Re Social Studies Curriculum in NMSusan Schuurman <susanjschuurman@gmail.com>

Fri 11/12/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the NM Public Education Dept.

I would like to submit this public comment regarding the curriculum of social studies in our state.

I fully support that social studies should include and emphasize the unjust aspects of the founding of the United States, including enslaved peoples, land theft and genocide of Indigenous peoples, and racist structures in federal laws, as well as on the local levels with redlined housing. If we are to raise generations that will achieve equality under the law, then past and current institutionalized racism in this country's history must be taught, understood, analyzed, critiqued and acknowledged so the grave mistakes of the past will not be repeated in the future.

I wish I had not had to wait until I was an adult to gain a critical knowledge of U.S. history at the college level.

I fully support social studies curriculum that is not Euro-centric. I believe that is the intention of the current proposed curriculum.

This type of education will help foster generations of anti-racists and help dismantle white supremacy in this country. The founding documents contain language that holds up ideals of equality that have not been acted out in laws and policies. To achieve the goals of true equality we must acknowledge the inequality inherent and foundational from the beginnings of the United States' history. In a place like New Mexico, that has seen colonization by the Spanish and then the United States, this inclusive history is especially needed.

The United States is on a path of acknowledging hard truths about our history; the current climate of reactionary parents objecting to their children hearing the true history is not surprising but should not deter educational professionals from continuing to emphasize teaching children these hard truths and not sugar coating US history to stories that don't make White parents feel uncomfortable. Those myths about this country only perpetuate inequity and injustice.

Thank you,
Susan Schuurman
B.A. History, Calvin College
M.A. History, University of New Mexico
NM Resident
2112 Charlevoix NW
Albuquerque, NM 87104
susanjschuurman@gmail.com

[EXTERNAL] Comments on Social Studies Standards

rlfeldman1949@gmail.com <rlfeldman1949@gmail.com>

Fri 11/12/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Public Testimony November 12, 2021
Response to Proposed Social Studies Standards
By Rachel Feldman
#1 Via Bella
Santa Fe, NM 87507

My name is Rachel Feldman.

I want to thank the PED for launching this initiative, and I want to thank the many teachers who contributed their time, research, experience, heartfelt concern, compassion and respect for children in crafting the proposed standards. I support them whole heartedly.

We underestimate the intellect and insight of our children TO THEIR PERIL. Disagreements and conflict are real and evident everywhere. Children need to learn to navigate complexity, respecting differences of opinion and perspective, but standing up for their own interests WITHOUT FEAR.

I want to focus on the importance of identity in these standards. When I was in public school, my family was the only Jewish family in the elementary school, and one of three in the middle school, I heard repeatedly that “this is a Christian country”. It was the cold war and if you questioned US policy, you were labelled a communist. Many political leaders dealt with different perspectives by calling names. I have read most of the over 1400 pages of comments on these standards, and it appears little has changed. We need to get past name calling.

In school every Christmas was a challenge. Feeling excluded, I gathered my courage to tell my 3rd grade class that I was not a Christian and didn’t celebrate Christmas. I won’t ever forget the stares. Fortunately, my teacher invited me to explain what holidays my family celebrated, and that began a tradition of explaining being Jewish every year. Doing so, made me feel visible, like my heritage counted--I too am an American. As a parent, I made holiday presentations in schools, adding an invitation for children with non-Christian heritage to explain their ceremonies. It was fun and interesting. I never received negative feedback, and have had lots of people thank me, some saying it gave them the courage to stand up for themselves and their kids. Recognizing identity doesn’t say anything negative about anyone else. It makes everyone visible and valuable. Learning about and sharing traditions brings us closer together...it unifies us as human beings sharing a human community. It does not divide. The accusation that these standards will divide people and shame white children is wrong. The intention of these standards is the opposite.

Fear of the OTHER is part of human nature, but the American experiment confronts that fear. President Roosevelt facing world war and depression without clear outcomes, said “the only thing we have to fear is fear itself”. Fear is like COVID....it spreads rapidly, and it kills. These standards will give our kids skills and insights to face down fear, respect differences, navigate conflict, and stand up for themselves and others.

[EXTERNAL] Social Studies Standards Feedback

Sara Weihausen <srs2905@yahoo.com>

Fri 11/12/2021 12:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

I reside in Alamogordo, NM and I am against the approval of the new Social Studies Standards.

Anti-racism actually teaches students to be racist. Inclusion only includes some. Communism is the underlying principle throughout these new standards. None of these concepts align with the truth of how our country was founded or how the majority feels that this country should be.

The new standards teach a slanted view of our history, as well as, teach our students to see themselves as either victim or oppressor.

Social emotional learning, or culturally responsive learning, is CRT and it does not belong in our schools.

Sara Weihausen

[EXTERNAL] attn: John Sena

Doris Moore <dgmoore2@q.com>

Fri 11/12/2021 12:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Since New Mexico rates extremely low in education compared to all other states in the U.S., instead of adding **two new categories**, we need to concentrate on **history, geography, civics and economics**!!

Only when our **students excel** in those areas, should we consider any changes.

Sincerely,

Doris H Moore

[EXTERNAL] New social studies standards for New Mexico's K-12 students

Elisa Gagliano <em.gagliano@yahoo.com>

Fri 11/12/2021 1:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I hope this email finds you well. I have concerns about the proposals to change the ways social studies are taught in New Mexico's schools, because of the events of the last few years.

I am concerned that this call for new standards may have too much in common with the recent push from "progressives" to villainize Hispanics in New Mexico and the wider United States. I have observed this push and personally experienced it. It has been disturbing to see people using and condoning intolerance and violence. I expect this could intensify as America's Hispanic population grows.

It would be nice if people were more aware of how New Mexico has one of highest counts and percentages of Native Americans in the U.S. - and for much different reasons than Oklahoma has. And maybe if progressives in New Mexico had known about Vicente Villela[1,2], Hispanics' current economic standing [3], and the historical persecution of Hispanics [the Black Legend, for starters], then 2020 would have unfolded differently. But judging from current events in the news and my personal experiences, this is not the sort of factual information that progressives are interested in engaging with.

I hope my perspective will be considered.

Sincerely,
Elisa Gagliano

Sources:

1. <https://apnews.com/article/059f64f61b8d348611af6c6a00a71e4e>
2. <https://www.abqjournal.com/1466162/death-by-restraint-3-new-mexico-cases.html?amp=1>
3. <https://www.nmvoices.org/archives/5984>

[EXTERNAL] Feedback on Social Studies Standards

Susan Quass <rev.susan.q@gmail.com>

Fri 11/12/2021 1:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Bannerman, Vickie, PED <Vickie.Bannerman@state.nm.us>; Steinhaus, Kurt, PED <Kurt.Steinhaus@state.nm.us>

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Letter to Dr. Kurt Steinhaus

See attached PDF.

Rev. Susan Quass
(she/ella on Tewa / Pueblo Land)
1901 Buffalo Dancer Trail NE
Albuquerque, NM 87112
Rev.Susan.Q@gmail.com
505-290-7661 (cell)

Rev. Susan J. Quass
1901 Buffalo Dancer Trail NE, Albuquerque, NM 87112
505-290-7661 (c) *Rev.Susan.Q@gmail.com*

TO: Dr. Kurt Steinhaus, *Secretary of Education*
New Mexico Public Education Department

DATE: November 11, 2021

RE: Proposed Social Studies Standards

As a white person I call on New Mexico Public Education Department to direct schools to tell the whole history of my race. Shortcuts or omissions will diminish our children's education and their understanding of themselves and today's world.

My immigrant ancestors include a revolutionary war hero, an English indentured servant who became a wealthy agriculturalist, a peasant fleeing Ireland who became a miner of essential metals, and a freedom-seeking German who settled and farmed newly opened lands in the Midwest.

All these ancestors contributed to building this nation in significant ways.

Their contributions cannot be rightly understood, however, if lessons leave out the communities and conditions in which they lived. Civic, economic, cultural, racial, geographical, and gendered systems shaped how they navigated life.

My ancestors were participants in the systems and events of their day-just as you and I live within current systems. For decades in the 1700 and 1800s my people owned other human beings making great wealth off them. They gained a large and prosperous land holding through the (Indian) Removal Act of 1830. They safeguarded their white privilege by discriminating against Italians (who were considered non-white at the time) in housing during the 1940s and so much more.

Our children deserve to have the benefits of a robust education on the complex histories of all the peoples of our state. That includes critical thinking skills appropriate to their grade level to better understand the world, both historically and in the present. Therefore, I support the proposed social studies standards.

We would not dream of teaching our children outdated science or literature. We would never seek to deny them the latest achievements of human creativity and intellect. Why would we want to deny them the latest in the social sciences?

My white ancestors were human beings; a complex mixture of sinners and saints living within the constraints of intersecting hierarchical systems, and sometimes resisting them. So were the ancestors of all who live in New Mexico. Knowing this will strengthen self-awareness and mutual understanding in our children and therefore our community.

Teaching the whole truth is never wrong.

[end.]

Public Comment on Social Studies Standards

NMTOY, Alisa, PED <Alisa.NMTOY@state.nm.us>

Fri 11/12/2021 1:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Hello! I write in support of the proposed updated Social Studies Standards. As a first grade teacher who has been incorporating the current standards into my six transdisciplinary units of inquiry, I find that proposed changes lend themselves much better to my and my students' explorations of the categories that fall under the umbrella of Social Studies. I also appreciate the guidance on Inquiry and Ethnic, Cultural, and Identity anchor standards. This will provide needed latitude in designing learning experiences with my students that allow them to see that their own backgrounds and current contexts are both relevant and a part of our living state of New Mexico. Most importantly, the proposed standards embed critical thinking skill development that my students can use throughout their lifetimes as our local, national, and global contexts evolve in history, economics, civics, and geography.

Again, I support these proposed standards and the opportunities it will open for my practice as an educator.

Alisa Cooper de Uribe (she/her/ella)
2021 New Mexico Teacher of the Year
Alisa.NMTOY@state.nm.us

[EXTERNAL] Updated New Mexico schools Social Studies curricula

H. G. Davis <davis.hg@gmail.com>

Fri 11/12/2021 1:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED,

Please oppose any and all theory and practice arising from so-called Critical Race Theory, which is a derivative of Marxist Critical Theory.

This includes preoccupation with: a) "diversity"--we are naturally diverse here, b) equity--which is NOT the same thing as the desirable equality we all strive for, c) "affinity groups"--actually classic segregation, d) identity--we are all human, New Mexicans and Americans or e) "oppressors" and "victims"--this is just too harmful to all involved and society on the whole to even describe; no one is forever defined by current class, name, race, ethnicity or appearance and should not be encouraged to believe they are.

Social, philosophical and political theories can be taught and compared in upper college years, after critical abilities are developed and refined and good reading skills are demonstrated. They should not be imposed on vulnerable, developing young people in K-12.

Likewise, gender identity does not belong in curricula or practice. Stress that everyone has a right to equal treatment in law, under rules and for grades regardless of race, sex, sexual orientation, political beliefs, gender, etc., and a responsibility to respect others.

Some things sound positive but turn out harmful. Please--no divisive, racist, traumatizing programs for our kids, no matter how okay they might sound at first.

Helen Davis
Grants NM

[EXTERNAL] Please pass the updated SS standards!

Dair Obenshain <dobenshain@cienaguas.org>

Fri 11/12/2021 1:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hi, PED friends and colleagues,

Thank you for initiating the long-overdue update of our social studies standards. We all know that for way too long they have been very lopsided, and, frankly, inaccurate. Teachers need the support of good state standards to implement the curriculum that our students need.

I have heard that there is a lot of push-back, much of it from outside our state, attacking these. I'm sorry you're subjected to that. We all know that when those who have been very entitled start experiencing some equality from others, they generally fight back and call themselves oppressed. I'm sure you've heard the expression, "When you've been overly entitled, equality feels like oppression ..." but we know that it's not.

For our children to succeed, for all our children to succeed, they need to know that their experiences, and those of their families and cultures, are real, valid and appreciated.

Thank you so much for updating the standards, and for taking on this important work. Please count on me if you need support in implementing the fully multicultural, antiracist curriculum that our students and teachers desperately need.

Speaking as a proud graduate of Albuquerque Public Schools, many years ago, and a 20-year-veteran teacher in the public school system, thank you again,

Dair Obenshain

Dair Obenshain

(they/them/elle)

[\(aprenda aquí cómo usar pronombres no binarios\)](#)[\(Learn the importance of using people's proper pronouns\)](#)[\(Lindo video de una niña de primaria sobre los pronombres/ beautiful video of an elementary-school girl about pronouns\)](#)

Maestre de música

Escuela internacional Cien Aguas

[EXTERNAL] Social Studies Standards

Gail Wheeler <gailwid@yahoo.com>

Fri 11/12/2021 1:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I would like to add my voice in support of the updated standards for Social Studies in New Mexico. I have been a teacher for over twenty years, certified and highly qualified in Social Studies and English/Language Arts, and I know that our children are being short changed with the current curriculum. Many misinformed parents are objecting to these standards based on their misunderstanding of and objections to CRT. I am asking that you all stand strong against this trend and implement the new standards. Not only is much of our current curriculum factually incorrect, it is also very outdated and slanted to favor the native English language speakers in our state. I urge you to adopt the new standards, listen to the educated voice of teachers in the state, and do the right thing for all of our children.

Gail Wheeler

ELA Teacher, Centennial High School, Las Cruces

[EXTERNAL] Fw: Comments on Proposed NM Social Studies Standards

Blanchard, Rosemary A <rblnchrd@skymail.csus.edu>

Fri 11/12/2021 1:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Costales, Jacqueline, PED <Jacqueline.Costales@state.nm.us>; Martinez, Severo, PED <Severo.Martinez@state.nm.us>; Perea, Elaine, PED <Elaine.Perea@state.nm.us>; Burns, Anthony, PED <Anthony.Burns@state.nm.us>; Sena, John, PED <John.Sena@state.nm.us>; MacDonald, Heidi, PED <Heidi.MacDonald@state.nm.us>; Terrazas, Denise, PED <Denise.Terrazas@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please accept the forwarded and attached comments on proposed rule to revise and replace New Mexico's Social Studies Standards. I am resubmitting them after making my submission last evening. I did attempt to also send written comments via Fax. However, both Fax attempts came back "Busy/no answer." Therefore I decided to re-submit the emailed comments with proof of delivery and to key policymakers.

Thank you for your hard work on this important work to make New Mexico's social studies standards incorporate the histories, cultures and perspectives of our multiple communities, including the Indigenous nations among us.

With regard,
 Rosemary Ann Blanchard
 New Mexico Regional Representative
 Human Rights Educators USA

Rosemary Ann Blanchard
A grateful guest on Trwa land,
1727 Los Jardines Pl., NW
Albuquerque, NM 87104
 505-280-1245
rblnchrd@skymail.csus.edu

Peace and justice are two sides of the same coin.
Dwight D. Eisenhower

From: Blanchard, Rosemary A <rblnchrd@skymail.csus.edu>
Sent: Friday, November 12, 2021 12:30 AM
To: rule.feedback@state.nm.us <rule.feedback@state.nm.us>
Subject: Comments on Proposed NM Social Studies Standards

FROM: Rosemary Ann Blanchard, J.D., Ph.D., New Mexico Regional Representative, Human Rights Educators USA (hreusa.org)

TO: New Mexico Public Education Department, Office of the Secretary of PED, Office of Curriculum and Instruction, Office of Literacy and Humanities, Office of Policy and Legislative Affairs

SUBJECT: Comments and Recommendations on Draft NM Social Studies Standards Pursuant to Rulemaking Process for Proposed Repeal of **6.29.11 NMAC, Social Studies**, to be Replaced With **6.29.11 NMAC, Social Studies**.

SUBMITTED: November 12, 2021

FROM: Rosemary Ann Blanchard, J.D., Ph.D., New Mexico Regional Representative, Human Rights Educators USA (hreusa.org)

TO: New Mexico Public Education Department, Office of the Secretary of PED, Office of Curriculum and Instruction, Office of Literacy and Humanities, Office of Policy and Legislative Affairs

SUBJECT: Comments and Recommendations on Draft NM Social Studies Standards Pursuant to Rulemaking Process for Proposed Repeal of **6.29.11 NMAC, Social Studies**, to be Replaced With **6.29.11 NMAC, Social Studies**.

SUBMITTED: November 12, 2021

INTRODUCTION AND STATEMENT OF SUPPORT:

I am writing as a retired educator, resident of New Mexico and current regional liaison with Human Rights Educators USA, a national network dedicated to building a culture of human rights (<https://hreusa.org>). HREUSA urges each state that takes up the serious task of social studies standards revision to pay particular attention to the importance of human rights education (HRE) in developing civics education that fosters participation in an inclusive, democratic society. The human rights friendly orientation is a tool for building school climates that value every student and provide opportunities for all students to engage with their school and community to create more equitable solutions to shared concerns.

I wish to share my support for the hard work New Mexico educators have undertaken to update the Social Studies Standards that will guide the education of New Mexico's children in the multiple disciplines that make up the social studies. In particular, I appreciate the attention given in the proposed standards to employing Inquiry as the primary method for students to explore the many civic, historical, economic, social, and cultural issues that they will address and have an impact on both during their time as students and throughout their adult lives as participants in the life of our state, nation, world. I applaud the attention given to the social studies of the Indigenous nations and communities situated in and near our state and to all our diverse cultural communities and their complementary, mutually challenging histories.

HUMAN RIGHTS AND CIVIC EDUCATION - BETTER TOGETHER

HREUSA has worked for many years to collaborate with and positively influence the work of major social studies organizations such as the National Council for the Social Studies (NCSS, <https://www.socialstudies.org/>) and, more recently, the Educating for American Democracy project (<https://www.educatingforamericandemocracy.org/>). Indeed, HRE USA and EAD have collaborated on a short briefing paper on the important relationship between human rights and democracy. I am attaching a copy to the email that transmits this letter. In addition, you may find it at https://drive.google.com/file/d/1fwDUThvI8bDz_khS1yeZ082po2omHOin/view?usp=sharing).

In addition, HRE USA has supported the deep professional work undertaken within NCSS to incorporate human rights education into the social studies canon. We support the position statements adopted by NCSS that call for human rights education to be incorporated into social studies at every grade level through

“a comprehensive commitment and a coordinated plan of action to (1) recognize the importance of human rights education; (2) integrate human rights education into social studies curricula, schoolwide policies, and classroom practices (<https://www.socialstudies.org/position-statements/human-rights-education> and <https://www.socialstudies.org/social-education/79/3/human-rights-education-necessity-effective-social-and-civic-learning>).

Likewise, HRE USA applauds the references to human rights and social justice in the NCSS National Standards for the Preparation of Social Studies Teachers, which urge candidates to

“reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities” so that they can “create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society (Standards 5 and 4).”

RECOMMENDATIONS FOR EVEN BETTER SOCIAL STUDIES STANDARDS

As stated above, HRE USA New Mexico Region and I personally strongly support the work done by New Mexico educators to create more inclusive, honest social studies standards, which acknowledge the various ways different groups have experienced our history, participate in our economic life and engage with our civic institutions. It is important to address the pain and the progress of the United States’ nation building history. Only by facing, acknowledging and building upon all of our history and our contemporary differences and commonalities can we work with all of our people as we continue to “form a more perfect union.” I urge those working to finalize these standards not to be deflected from your commitment to build an inclusive, healing, forward looking social studies program.

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Many suggested edits, particularly in the standards for primary and elementary grades, seek to guide students to an understanding of the fundamental principles of human rights through examples, activities and language that resonate with our youngest learners’ own experiences, using the performance standards already in the draft, with slight modifications or additions. There is more about human rights to be learned in the playground than almost anywhere else in school, and children, especially young children, have a natural understanding of fairness, especially as it applies to themselves. They understand better than many adults why fairness for all of us is best for each one of us.

NEED FOR AN ANCHOR STANDARD ADDRESSING HUMAN RIGHTS

One important recommendation to you in your finalization of the proposed social studies standards is that you more fully incorporate human rights themes and instructional practices

into the final draft by adding an Anchor Standard that specifically addresses Human Rights. Human Rights are based on the fundamental principle, as expressed in the Preamble to the Universal Declaration of Human Rights that

“recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. (UDHR, Preamble)”

A possible location for an Anchor Standard on Human Rights is through the Ethnic, Cultural, and Identity Studies strand:

**Anchor Standard [#]
Universal Human Rights Awareness**

This can and should be augmented by adding language to Civics Anchor Standard 3, Civic Dispositions and Democratic Principles, to make clear that the "civic dispositions" being taught are civic dispositions appropriate to participation in an equitable, pluralistic democratic society.

**Anchor Standard 3
Civic Dispositions and
Inclusive Principles For A
Pluralistic Democratic Society**

These additions/changes to the Anchor Standards can then become the basis for incorporating human rights awareness and respect for the inherent dignity of every person into the performance expectations for students at every grade level, and into the culture of the schools where social studies are taught.

CONCLUSION AND THANK YOU.

Thank you for your work to build more inclusive, culturally aware social studies expectations for all of New Mexico's students. I trust that you will consider all the comments that you receive from every source and opinion. Then, I urge you to finalize the current draft as soon as possible so that all New Mexicans can employ a common standards framework for teaching our children and young people to value, participate in and work to improve their own communities, our shared community of New Mexico, our nation, and the global community as a whole. Please give attention to the specific recommended text edits incorporated into the marked-up copy of the Pre-Rule Draft included with these comments.

Please let me know if you wish any further clarification or expansion of these recommendations.

With regard,

Rosemary Ann Blanchard

Rosemary Ann Blanchard, J.D., Ph.D.
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Peace and justice are two sides of the same coin.
Dwight D. Eisenhower



Human
Rights
Educators
USA

HRE USA New Mexico Regional Chapter
Rosemary Ann Blanchard, Regional Representative
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A national network dedicated to building a culture of human rights.

FROM: Rosemary Ann Blanchard, J.D., Ph.D., New Mexico Regional Representative, Human Rights Educators USA (hreusa.org)

TO: New Mexico Public Education Department, Office of the Secretary of PED, Office of Curriculum and Instruction, Office of Literacy and Humanities, Office of Policy and Legislative Affairs

SUBJECT: Comments and Recommendations on Draft NM Social Studies Standards Pursuant to Rulemaking Process for Proposed Repeal of **6.29.11 NMAC, Social Studies**, to be Replaced With **6.29.11 NMAC, Social Studies**.

SUBMITTED: November 12, 2021

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INTRODUCTION AND STATEMENT OF SUPPORT:

I am writing as a retired educator, resident of New Mexico and current regional liaison with Human Rights Educators USA, a national network dedicated to building a culture of human rights (<https://hreusa.org>). HREUSA urges each state that takes up the serious task of social studies standards revision to pay particular attention to the importance of human rights education (HRE) in developing civics education that fosters participation in an inclusive, democratic society. The human rights friendly orientation is a tool for building school climates that value every student and provide opportunities for all students to engage with their school and community to create more equitable solutions to shared concerns.

I wish to share my support for the hard work New Mexico educators have undertaken to update the Social Studies Standards that will guide the education of New Mexico's children in the multiple disciplines that make up the social studies. In particular, I appreciate the attention given in the proposed standards to employing Inquiry as the primary method for students to explore the many civic, historical, economic, social and

cultural issues that they will address and have an impact on both during their time as students and throughout their adult lives as participants in the life of our state, nation, world. I applaud the attention given to the social studies of the Indigenous nations and communities situated in and near our state and to all our diverse cultural communities and their complementary, mutually challenging histories.

HUMAN RIGHTS AND CIVIC EDUCATION – BETTER TOGETHER

HREUSA has worked for many years to collaborate with and positively influence the work of major social studies organizations such as the National Council for the Social Studies (NCSS, <https://www.socialstudies.org/>) and, more recently, the Educating for American Democracy project (<https://www.educatingforamericandemocracy.org/>). Indeed, HRE USA and EAD have collaborated on a short briefing paper on the important relationship between human rights and democracy. I am attaching a copy to the email that transmits this letter. In addition, you may find it at https://drive.google.com/file/d/1fwDUThvI8bDz_khS1yeZ082po2omHOIn/view?usp=sharing).

In addition, HRE USA has supported the deep professional work undertaken within NCSS to incorporate human rights education into the social studies canon. We support the position statements adopted by NCSS that call for human rights education to be incorporated into social studies at every grade level through

“a comprehensive commitment and a coordinated plan of action to (1) recognize the importance of human rights education; (2) integrate human rights education into social studies curricula, schoolwide policies, and classroom practices (<https://www.socialstudies.org/position-statements/human-rights-education> and <https://www.socialstudies.org/social-education/79/3/human-rights-education-necessity-effective-social-and-civic-learning>).

Likewise, HRE USA applauds the references to human rights and social justice in the NCSS National Standards for the Preparation of Social Studies Teachers, which urge candidates to

“reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities” so that they can “create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society (Standards 5 and 4).”

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standards, which acknowledge the various ways different groups have experienced our history, participate in our economic life and engage with our civic institutions. It is important to address the pain and the progress of the United States' nation building history. Only by facing, acknowledging and building upon all of our history and our contemporary differences and commonalities can we work with all of our people as we continue to "form a more perfect union." I urge those working to finalize these standards not to be deflected from your commitment to build an inclusive, healing, forward looking social studies program.

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Please let me know if you wish any further clarification or expansion of these recommendations.

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[FROM: Rosemary Ann Blanchard, J.D., Ph.D., NM regional representative for Human Rights Educators USA (hreusa.org):
TO: NM Public Education Department: Email: rule.feedback@state.nm.us; Fax: 505-827-6520; Mail: Policy Division, PED, 300 Don Gaspar Ave., Santa Fe, NM 87501
Below are comments, annotations and specific language recommendations for the Draft NM Social Studies Standards published by NM PED as part of the proposed rule making for social studies standards revisions. The commentator has used the Draft, Pre-Rule Copy, because it is easier to enter specific language recommendations and comments on that document. Inquiries, etc. may be addressed to R.A. Blanchard at rblnchrd@skymail.csus.edu, 1727 Los Jardines Pl., NW, Albuquerque, NM 87104]

New Mexico Social Studies Standards

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Note from Rosemary Ann Blanchard, NM Regional Rep for Human Rights Educators USA (hreusa.org):

..

[The memo accompanying these textual comments begins with an introduction to Human Rights Educators USA and a thematic explanation of the need for the inclusion of Human Rights Education (HRE) in social studies, civics and cultural studies , then references position statements by the National Council for the Social Studies (NCSS) on HRE, Indigenous Education, LGBTQ+ equity, etc.and NCSS National Standards for the Preparation of Social Studies Teachers. The memo references the connection between Civics education for pluralistic democracy and Human Rights Education, referencing the Charter of the Council of Europe on Democratic Citizenship and Human Rights Education, and the flyer developed by Educating for American Democracy and Human Rights Educators USA stressing the intersection between human rights education and democratic civics education.]

..

[This document is written as comments on and recommendations for the Pre-Rule Social Studies Standards for Teachers published by the NM Public Education Department (https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf) and includes a textual analysis and recommendations for specific wording in various sections of the Draft, using red comment boxes on the PED draft document.]

..

[Please note that comments appear in black type with brackets ([]) around them and suggested language for the standards appears in **RED TYPE** with quotation marks around them. Suggested new sections, anchor and performance standards begin with the word '**ADD:**' followed by the proposed section in quotation marks.]

..

Introduction

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

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

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

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

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

Overview of the Standards

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

There is need for an Anchor Standard or equivalent conceptual frame addressing Human Rights -- tied to Civics as well as ethnicity and race -- see EAD two-pager (it's three pages) on Civics and Human Rights Education
2244 of 2909

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

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

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

How to Read the Standards

Color Coding of the Standards

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

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

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

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

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

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

Anchor Standards

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

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

[Anchor Standards for Civics need to make clear that the "civic dispositions" being taught are civic dispositions appropriate to participation in an equitable, pluralistic democratic society. Civic dispositions can exist in regard to any system of government, whether democratic or autocratic. The Council of Europe has adopted a Charter on Education for Democratic Citizenship and Human Rights Education which encourages member states to implement measures to incorporate both "education for democratic citizenship" and "human rights education" into "the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training." Section III, Article 6. The National Council for the Social Studies has adopted position statements recognizing "the importance of teaching and learning about human rights 'from early childhood through advanced education and lifelong learning' and through 'Integrating human rights education into social studies curricula, schoolwide policies, and classroom practices; (<https://www.socialstudies.org/position-statements/human-rights-education>). "]

Anchor Standards for Ethnic, Cultural and Identity Studies need a Human Rights Awareness Anchor Standard . The National Council for the Social Studies, both in 2014 and 2021 has identified Human Rights Education as a necessary part of social studies education at every grade level. See <https://www.socialstudies.org/position-statements/human-rights-education> . Important in this context is teaching not only the Declaration on the Rights of Indigenous Peoples, but also including the Right to Culture under the International Covenant on Civil and Political Rights -- a Human Rights Treaty ratified by the US since 1992 that guarantees the cultural rights of minorities, including Indigenous peoples.

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Kindergarten

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

ADD: "Demonstrate respect for others and fairness in constructing responses"

"while demonstrating growing awareness of respect for others and the fairness of actions considered"

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

[Add: "Explain why rules should be fair to everyone and how fairness helps us work together."]

ADD: "Identify why it is important that rules are fair and why respectfully objecting to unfair rules can be important in a democracy."

ADD: "Identify who these authority figures have authority over. What is the role of a person in a democracy who is subject to the legitimate authority of an authority figure?"

Theme 2: Myself and My Community	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> • K.10. Identify the local, state, and national symbols (e.g., flag, bird, song) <p>← ADD Performance standard: "Build respect for each other's important symbols"</p>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> • K.11. Compare traditions found in communities over time. <p>← ADD; "Explore how to show respect for the traditions of different communities and groups."</p>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> • K.12. Demonstrate an awareness of community leaders (teacher, principal, Mayor, Tribal Leaders) <p>"and who are the members of the communities that these leaders are responsible for?"</p>
Ethnic, Cultural, and Identity Standards 19. Diversity and Identity	<ul style="list-style-type: none"> • K.13. Sequence important events in your life. • K.14. Identify how individuals are similar and different. <p>← ADD: "Recognize how, despite our differences, every individual is similar in their right to be respected as a person."</p>

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

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

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

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First Grade

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

Theme 1: Living, Learning and Working Together	
Anchor Standard	Performance Standard:
<i>The student demonstrates an understanding of:</i>	<i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 1.7. Explain and provide examples of how people play important roles in society. <p>← ADD: "Explain why every member of society is important. Give examples of people whose importance to society is not always recognized or was not always recognized in the past."</p>

Ethnic, Cultural, and Identity Standards 21. Community Equity Building	<ul style="list-style-type: none"> 1.8. Investigate how people work together to accomplish a common task and how this benefits and challenges people when working together. ADD: "Explore why it's important that people show respect for each other so they can more effectively work together"
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Theme 2: Cultures Within Our Communities

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 1.9. Compare life in New Mexico in the past to life in New Mexico today.
History 16. Historical Thinking	<ul style="list-style-type: none"> 1.10. Compare fact and opinion in stories and narratives from the past. 1.11. Demonstrate chronological thinking by distinguishing among past, present, and future using family, school, or community events.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 1.12. Examine and identify cultural differences within a community. ADD: "Explore how cultural differences can lead to misunderstandings if they are not respected and how cultural differences can also make a community stronger for all"
Ethnic, Cultural, and Identity Standards 20. Identity in History	<ul style="list-style-type: none"> 1.13. Investigate significant events, people, and observances in history, and discuss their effects on local and national communities. ADD: "Consider why different communities may have been affected differently by the various significant events in history you investigate?"

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

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

Theme 5: Multiple Identities

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

ADD: "Explore how our differences in belief, way of life, family life, community membership, and identity contribute to making our whole community more interesting and how respect for these differences help us to become a stronger community."

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Second Grade

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

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

ADD: "Examine and compare how American democratic principles have been interpreted over time and have become more equitably applied to various individuals and groups in our nation."

Theme 1: We the People (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 2.11. Examine and understand the qualities of good leadership. <p>← ADD: "What does leadership require if a society is to treat its members fairly. What is required of leaders in a democratic society?"</p>

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

Theme 3: What We Make and Use

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

"and with various members of their own communities"

"and different ways resources are exchanged within and between communities"

Theme 4: Cultures and Environment

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

ADD: "Locate the various Indigenous nations and communities in the states of the Southwest."

Theme 4: Cultures and Environment (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Geography 13. Human-Environmental Interactions and Sustainability</p>	<ul style="list-style-type: none"> 2.26. Describe ways in which individuals and groups use or save natural resources. <p>← ADD: "Describe changes in the ways we are using, saving and sharing natural resources today. Explore more ways our use, saving and sharing of these resources could change as our world and its climate changes."</p>

Theme 5: Multi-Identity Interactions

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p>	<ul style="list-style-type: none"> 2.27. Express a positive view of themselves without being mean or making other people feel bad. 2.28. Describe ways we are similar and different from people who share identities, and people who do not. <p>← ADD: "Explore positive ways of viewing people who are different from ourselves."</p>
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 2.29. Demonstrate respect for the feelings of people who are similar and different from me. <p>" , dignity and humanity"</p>

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Third Grade

Inquiry	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 22. Construct Compelling and Supporting Questions	<ul style="list-style-type: none"> ● 3.1. Identify disciplinary ideas associated with a compelling question. ● 3.2. Use supporting questions to help answer the compelling question in an inquiry.
Inquiry 23. Gather and Evaluate Sources	<ul style="list-style-type: none"> ● 3.3. Determine the credibility of one source.
Inquiry 24. Develop Claims	<ul style="list-style-type: none"> ● 3.4. Cite evidence that supports a response to supporting or compelling questions.
Inquiry 25. Communicate and Critique Conclusions	<ul style="list-style-type: none"> ● 3.5. Construct responses to compelling questions using reasoning, examples, and relevant details
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 3.6. Identify challenges and opportunities when taking action to address problems, including predicting possible results. ● 3.7. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.
Theme 1: Citizenship	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> ● 3.8. Explain how the democratic principles motivate people to migrate then and now.

← ADD: "Identify how different perspectives can lead to different interpretations of events."

←"; do different individuals or groups interpret the supportive evidence differently? ←

← ADD: "Help build an environment in which all students feel respected and feel safe to participate authentically in coming to decisions."

↑ "and a desire for respect and dignity"

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

"an inclusive democracy." [OR "a democracy that includes people of different cultures, races, genders, family types and differently abled people."]

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

← ADD: "Listen to stories from community members about how their family came here."

→ ", and how New Mexico has had and continues to have an impact on world events."

ADD: "See where different family stories fit into the timeline."

ADD: "Listen to stories shared by Indigenous community members about their family's experiences of removal, return and remaining in place."

Theme 3: Global Issues and Events	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 3.15. Examine the various ways people earn a living to meet their basic needs of food, clothing, and shelter, and how this has changed over time in various world communities. ← ADD: "How have different communities supported their members to help meet these needs in past and today?"
Economics 7. Economic Systems and Models	<ul style="list-style-type: none"> 3.16. Investigate who receives the goods that are produced in various world communities. ← ADD: "Where are goods we use every day in class and at home produced?"
Economics 9. Global Economy	<ul style="list-style-type: none"> 3.17. Explore the concepts of surplus and scarcity in relation to resources for various world communities. 3.18. Explore the basic economic concepts of supply and demand 3.19. Explain how supply and demand influence prices and trade. 3.20. Describe how technological developments in transportation and communication influence trade over time. 3.21. Identify currency, credit, debit, and checks as the basic means of exchange in Western society. 3.22. Compare currency, credit, debit, and checks in the United States to other world money systems.

Theme 4: Our Changing World	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 3.23. Create a model to demonstrate how geographic factors influence where people settle and how some people make adaptations to the environment to make a location more suitable for settlement. 3.24. Identify and use the mapping tools of scale, compass rose, grid, symbols and mental mapping to locate places on maps and globes.

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

Theme 5: Global Diversity and Identity	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> • 3.27. Express a positive view of personal identities without making someone else feel badly. • 3.28. Compare and contrast cultural identity with other people and groups. <p>← ADD: "Demonstrate respect for identities and personal characteristics different from one's own".</p>
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> • 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. <p>← ADD: "Share personal stories of people working to improve justice, fairness and wellbeing for themselves and for others."</p>

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Fourth Grade

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

← ADD: "Identify evidence that might support a different response."

← ADD: "Help build an environment in which all students feel safe to participate authentically in coming to decisions."

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

← ADD: "Evaluate whether these laws treat different groups of people equitably and all people fairly."

*ADD: "Explain the importance of fairness in the ways governments make and carry out decisions."
*ADD: Understand how some traditional sovereign governments rely on traditional practices to choose leaders and make decisions."

Theme 1: New Mexico Government Past and Present (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.10. Investigate how different groups have influenced the ways that state issues are viewed and resolved. <p>ADD: "Explore how the roles of different groups, including Indigenous peoples, traditional Hispanic communities and others have changed over time in influencing state issues and actions."</p>

Theme 2: Migration and Settlement in New Mexico

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i> <p>[Is "pioneer" the best term here?]</p>
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 4.11. Describe the different groups of people (Indigenous and explorers/pioneers) that have settled in New Mexico throughout history and describe their traditions and effects on New Mexico culture.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 4.12. Describe the interactions between Indigenous people and European settlers including agriculture, cultural exchanges, alliances, and conflicts
History 17. Historical Thinking	<ul style="list-style-type: none"> 4.13. Create a timeline that depicts the events and the changes in New Mexico culture through contact with explorers and settlers. <p>"by Indigenous peoples and by contacts and conflicts among different settlers."</p>
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 4.14. Examine the changes in governance of New Mexico (Indigenous, Spanish, Mexican, Texan, Confederate, US) <p>ADD: "Explore the contemporary forms of governance that derive from earlier forms of governance (e.g. traditional Indigenous governments, land grant associations, acequia governance, etc.)"</p>

Comment: [Is "pioneers" the most appropriate term for both the Hispanic and Mexican settlers and the Anglo-American settlers who came after them? It's important the students look at the various waves of settlement and their effects not only on Indigenous peoples but on the various groups of settlers themselves.]

Theme 3: New Mexico Trade and Industry

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

← "and on the economies of the Indigenous nations within or adjacent to New Mexico."

← "and how trade and industry affect the Indigenous communities in New Mexico"

← ADD: "Explore the relationship between agricultural practices and traditional and Indigenous communities in New Mexico and their endurance over time."

Theme 4: Resources and Land Use in New Mexico

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

← "; include traditional and Indigenous communities in this analysis."

← "including changes in the boundaries of Indigenous nations in New Mexico."

← ADD: "Include and distinguish Indigenous lands, including reservation trust lands, in this analysis."

Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 4.23. Explore how geographic factors influence locations of settlements and use of natural resources (land, water, minerals, plants, animals) to meet their basic needs. <p>← ADD: "Explore how geographic factors have influenced conflicts over land, water and other natural resources among settlers, Indigenous communities and contemporary occupants."</p>
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Theme 5: New Mexico Identity and Diversity

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 4.24. Explain why individuals and groups during the same historical period differed in their perspectives towards significant historical events. <p>← ADD: "Explore how different individuals and groups today share similar and different understandings of these same historical events."</p>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 4.25. Demonstrate respectful inquiry about other people's lives and experiences without judgment. <p>← ADD: "Share appropriate, respectful stories of their own and their group's lives and experiences."</p>
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 4.26. Explain connections among historical contexts and people's perspectives at the time. <p>← ADD: "Explore how differences in experiences of history affect different people's and groups' perspectives today."</p>

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Fifth Grade

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

ADD: "Explore why even when people rely on credible sources they sometimes come to different conclusions."

↑ ", and explore how these perspectives help to increase understanding of the compelling question."

Theme 1: Development and Establishment of U.S. Government

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

ADD: "Examine how the foundational documents affected different groups."

ADD: "Explain how different groups and categories of persons were affected by these principles both at the time of writing and in subsequent periods."

"and non-citizens."

ADD: "Examine how different groups and categories of persons were affected by these rights from their first adoption until today."

Theme 2: Inequality and Justice in the US

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

ADD: "Describe how the understanding of fundamental principles of human rights has been shaped by previous inequities and have shaped approaches to dealing with the continuing conflicts they produced."

ADD: "Explore how different groups' experiences of history continue to affect our national identity today"

[Students, and others often get the incorrect impression that the Bill of Rights and the 14th Amendment apply only to Citizens. This is not correct and gives a much more restrictive understanding of the rights of all persons. The fact that some provisions of the Bill of Rights apply to all "persons" is a gift that the U.S. system gave to the world, as reflected in the Universal Declaration of Human Rights.]

Theme 2: Inequality and Justice in the US (Continued)

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

ADD: "Examine the effects each of these conflicts had on different individuals and groups."

ADD: "Examine how these historically-based differences in perspectives continue to affect people's understanding of these major historical events and their relation to today."

Theme 3: Human Rights and Economic Development

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

ADD: "Compare the importance of individual and community economic success in different cultural groups."

"; include the "human resources" of these countries and regions in the analysis."

" and the economies of other countries that produce goods exported to the United States or import goods produced in the United States."

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

Theme 5: Identity in Multiple Spaces	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> • 5.29. Identify the beliefs, experiences, perspectives, and values that form points of view about civic issues. <p>ADD: "Demonstrate the ability to discuss these differences in beliefs, experiences, perspectives and values in the classroom setting in ways that are inclusive, respectful and informed."</p>

[Remember that the United States not only has "territories," but at least one "Commonwealth (Puerto Rico) and one Federal district (District of Columbia).]

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

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

← ADD: "Identify who are considered the "main identity groups" and what groups may be missing from this analysis."

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Sixth Grade

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

[Later in 6th grade, students will be asked a question about "human rights violations" in the medieval period (6.52). They need to Explore the meaning of the term "human rights" as it applies to life in different periods, societies and geographic regions.]

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

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

← ADD: "Evaluate how human impacts interact with these natural forces."

← ADD: "Use storytelling to explore personal experiences of historical events."

Theme 1: Introduction to Geography and Historical Thinking (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures. <p>← ADD: "Examine how relationship with land (past and present) shaped group identities and cultures."</p>

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures

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

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.30. Analyze the impact that the Agricultural Revolution had on hunter-gatherers and nomadic peoples.

Theme 3: Classical Eastern and Western Civilizations	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Content Standard <i>Therefore, the student is able to</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 6.31. Describe cultural and political structures in classical eastern societies. 6.32. Describe cultural and political structures in classical western societies. 6.33. Compare and contrast classical forms of government and political structure to our current United States government and political structure.
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 6.34. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.35. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China. 6.36. Evaluate the factors that allowed classical civilizations to thrive.
History 15. Cause and Consequence	<ul style="list-style-type: none"> 6.37. Identify the political and social issues that lead to the development of new philosophies during the classical period. 6.38. Compare strategies used by classical civilizations to maintain their empires. 6.39. Compare causes of decline in the Roman, Han, and Gupta empires.

ADD: "Describe cultural and political structures of diverse Indigenous Peoples of North America."

", and in traditional societies."

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

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

Theme 5: Post-Classical Trade Networks

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 6.46. Describe how trade networks and the transfer of goods and ideas linked post-classical societies. 6.47. Explain the role of trade in the development and growth of societies ← " , including societies in the Americas."
Economics 8. Money and Markets	<ul style="list-style-type: none"> 6.48. Explain how the interaction between producers and consumers in the trade networks satisfied economic wants and needs.

Theme 5: Post-Classical Trade Networks (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.49. Use maps to represent the movement of key religions and philosophies over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 6.50. Compare the transportation innovations made to travel over challenging routes and establish trade routes ← "in different regions of the world."

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

Anchor Standard <i>The student demonstrates an understanding of</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 6.51. Use maps to explain how encounters and exchanges linked the world.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 6.52. Examine instances of conflict, oppression, human rights violations, and genocide in Medieval times as well as responses to these violations.
History 15. Causes and Consequence	<ul style="list-style-type: none"> 6.53. Analyze social, political, and economic effects of the Black Death on Europe.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.

ADD: "Explore the differences in this historical period between conflicts within and conflicts among groups."

Glad to see "Human Rights" specifically referenced at last! However, it will be important to help students explore the meaning of the phrase "Human Rights" as interpreted by major international and domestic bodies. For example, look to the Universal Declaration of Human Rights for its extensive identification and description of Universal Human Rights.

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Seventh Grade

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

" , composition,"

ADD: "Define the meaning of "ally" in different contexts."

Help create an environment in classrooms, schools, communities that supports inclusion and participation of all.

I suggest some in class exploration of what it means to be an "ally".

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

"this part of"

"and historical patterns of land-use among distinct cultural communities."

ADD: "Explore the various relationships with land and water resources of different groups in New Mexico, including Indigenous nations, land grant holders, acequia associations, farmers and ranchers, industries."

Theme 1: The Land, People & Resources of New Mexico (Continued)

<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p>	<ul style="list-style-type: none"> 7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state. " , including livelihoods, land-use, economic relationships, family structure." 7.27. Define and explain the present demographics of our state. "describe" [a better word than 'define'] 7.28. Evaluate how society's responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry. " , finance, employment, housing."

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

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

" , hunting, foraging, and"
[Remember that many Indigenous Peoples had definite, successful strategies for sustainable hunting and foraging for their basic needs.]

Theme 2: The Earliest New Mexicans (c. 12,000 BCE – c. 1200 BCE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.34. Explain the importance of artifacts and oral histories in understanding how prehistoric people lived. 7.35. Describe the technical limitations of historians and archaeologists studying the distant past.
History 16. Historical Thinking	<ul style="list-style-type: none"> 7.36. Explain the use of artifacts in dating and understanding the lives of prehistoric peoples. 7.37. Describe the similarities and differences between nomadic and semi-nomadic lifestyles

Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 7.38. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities. <p>← ADD: "Describe the roles of allies in supporting long-term survival of traditional communities."</p>
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.39. Summarize the relationship between specialization and interdependence. 7.40. Explain barriers to trade and how those barriers influence trade among individual people and cultural groups. <p>← ADD: "Explore the evidence of trade among Indigenous peoples of the Americas prior to European contact."</p>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.41. Analyze land use patterns of Ancestral Pueblo, Mogollon, and Athabaskan peoples. 7.42. Connect cultural adaptations of the Pueblo and Diné people to today <p>← "and Apache"</p>

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

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

Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 7.55. Analyze maps and charts about the Age of Exploration to understand the movement of people, goods, and ideas across the world.
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Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
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Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> 7.56. Interpret the cultural differences between Spaniards and Indigenous peoples.
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"the various Indigenous Peoples and societies whom they encountered," ['Indigenous Peoples' is too generic]

History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.57. Describe the interactions between the Spaniards and Indigenous Peoples
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the various Indigenous Peoples whom they encountered. [Again, 'Indigenous Peoples' is too generic]

History 16. Historical Thinking	<ul style="list-style-type: none"> 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas. 7.59. Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards
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Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices
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"among our various racial, ethnic and national groups."

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 7.62. Use figurative language to describe the relationship between a nation-state and its colonies. 7.63. Hypothesize how the policies of the Spanish monarchy in New Spain interacted with other societies in the region ← " , including both Indigenous societies and other settler societies. "

← **ADD: "Explore human rights consequences of unequal power relations and disenfranchisement of various groups in New Mexico during various historical periods."**

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE) (Continued)

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

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

"evidence of both positive and negative influence" [Better sentence]

", including their origins and development over time."

"discussed, described or"

Theme 6: The Mexican Period (1821 CE – 1850 CE)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 7.73. Examine how conflict over land, culture, and social class led to Mexican independence from Spain.
Economics 5. Economic Decision-Making	<ul style="list-style-type: none"> 7.74. Identify and summarize the relationship between specialization and interdependence.
Economics 8. Money and Markets	<ul style="list-style-type: none"> 7.75. Use and create charts, graphs, and infographics to demonstrate connections between the economy of New Mexico and Mexico during the Mexican period. 7.76. Investigate the use of trade routes and systems to analyze the economic impact they had on New Mexico as well as those who traded with New Mexicans.
Geography 10. Geographic Representations and Reasoning	<ul style="list-style-type: none"> 7.77. Compare various maps and/or geographical data to describe how the movement of people influenced the division and control of resources.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.78. Analyze primary and secondary ⁴to explain what impact Mexican Independence had on (the area) that would become) New Mexico. 7.79. Generate an evidence-based argument that demonstrates how troubles between Texas and the government of Mexico impacted New Mexico.

ADD: "Examine how the first Mexican Constitution addressed Indigenous peoples, land grants, citizenship, race."

ADD: "Examine the geography of United States' expansion into the Southwest."

"sources"

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

"on the persons and groups directly affected and on the quality of democracy in the larger society."

← ADD: "Explore the human rights consequences of unequal power relations and disenfranchisement of various groups in New Mexico during various historical periods."

Theme 7: American Western Expansion (1848 CE – 1869 CE)

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

← ADD: "Investigate economic factors that affected Western expansion, including into New Mexico."

← ", including consequences for Mexico, New Mexico, the United States and Indigenous Peoples."

	<ul style="list-style-type: none"> 7.92. Compare and contrast primary and secondary sources in conjunction with modern-era events to explore the impact of land ownership throughout New Mexico History 	"including different forms of land ownership and use."
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.93. Identify how stereotyping influences social perspectives about members of a 7.94. Develop a claim about the extent to which identity can be modified by person 	<p>"perceptions" is a better word.</p> <p>"characteristics of an identity" [better choice of words]</p>

Theme 8: Early American Territorial Period (1850 CE – 1880s CE)

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

History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 7.100. Describe how cultures were challenged by the coming of new groups to New Mexico. <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">"existing, resident cultures"</div>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 7.101. Identify causes and consequences that gave rise to U.S. government policies impacting the territory of New Mexico. <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">"and the various societies and communities within New Mexico."</div>

Theme 8: Early American Territorial Period (1850 CE – 1880s CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 7.102. Use a variety of sources to contextualize and explain the impact of localized conflicts and other events throughout New Mexico. <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">", including the contemporary impacts of conflicts originating in this historical period."</div>
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, rights, and norms may have changed over time. <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;"> ← ADD: "Demonstrate respect for traditions, norms and values not one's own and respect for the cultural privacy of groups not one's own." </div>

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Eighth Grade

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

← ADD: "Explore the human rights implications of differences in legal status and access to opportunity during the period in question."

6-8 Inquiry (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Inquiry 25. Communicate and Critique Conclusions	<p style="border: 1px solid red; padding: 2px;">ADD: "Develop skills in honestly discussing different perspectives and points of view through respectful dialogue and debate, which includes all participants and marginalizes no one."</p> <ul style="list-style-type: none"> ● 8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues. ● 8.14. Create maps, charts, infographics, or other visual media that communicate research findings or other significant information digitally or on paper. ● 8.15. Develop informational texts, including analyses of historical and current events. ● 8.16. Create historical fiction texts that accurately portray historical people, places, events, and ideologies of the time in order to examine history from the perspective of the participants. ● 8.17. Use applicable presentation technology to communicate research findings or other significant information. ● 8.18. Conduct a research project to answer a self-generated question of historical significance, and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives; documenting sources in a structured, systematic way; communicating findings in a medium of the student's choice.
Inquiry 26. Take Informed Action	<ul style="list-style-type: none"> ● 8.19. Describe the many facets of their identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups. "in and outside of" ● 8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions. "misperceptions and" ● 8.21. Describe ways in which stereotyping can be a barrier to acting as an ally, and engaging in positive civic "understanding disagreements," behaviors in classrooms, schools, and the broader community. ● 8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results. ● 8.23. Synthesize historical and local knowledge to take age-appropriate action towards mending, healing, and transforming the future.

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

" , create a visual or graphic story, "

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

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

"various"

← ADD: Identify, to the extent known, the Peoples these various explorers encountered in their voyages."

Theme 3: Colonization (1490 CE – 1750 CE)

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

"British"

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

"British"; compare and contrast with the French, Dutch, and Spanish colonies of North America."

ADD: "Explore how slavery affected economic and land development in the various 13 British colonies."

ADD: How did various concepts about applicability of rights of persons affect these encounters?"

ADD: "Discuss how preconceptions and stereotypes influenced these interactions and exchanges."

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

ADD: "Explore how the status of African slaves and European indentured servants changed during this time."

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

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

and relations with Indigenous Peoples"

ADD: "Explore the perspectives of those individuals who sought not to take sides in the conflict, (e.g. Quaker merchants and shipowners, among others)."

Theme 5: Constitution and Foundation of the Republic (1787 CE – 1815 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> 8.52. Examine how challenges the government faced as a result of the Articles of Confederation resolved at the Constitutional Convention. 8.53. Make a claim to evaluate how individuals and groups addressed specific problems at various levels to form a new republic "to what extent" ", and identify problems that remained unresolved for the new republic."
Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 8.54. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the Declaration of Independence. 8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today. "both positive and negative..."
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.56. Critically read the Bill of Rights and supporting texts to determine which narratives were excluded from the original document; and use text evidence from the Bill of Rights and supporting texts to support a student-developed argument by citing specific evidence to track whose rights were added over time "and to what extent."
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.57. Support a claim about the influence of diverse ideologies on politics, society, and culture in early U.S. history. " , beliefs and cultural understandings"
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.58. Analyze a variety of art media to create an argument about the development of American national identity.

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

ADD: Examine how different concepts of land tenure, nationality and government affected these relationships.

"and cultural survival stories"

"; include different beliefs and cultural understandings about relationship to land and nature."

[Please find another way to say this. Indigenous stories involve both assimilation, especially forced assimilation, and resistance. That resistance has its own set of stories that students need to explore.]

"and the Protocol of Queretaro"

"and cultural integrity."

"and gender roles"

Theme 7: Sectionalism (1830 CE – 1860 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 6. Economic Decision-Making	<ul style="list-style-type: none"> 8.67. Identify and explain the economic, social, and cultural differences between the North and the South. "of the United States in the first part of the 19th Century."
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.68. Use text evidence to support a claim about how conflicts over slavery led the North and South to war. ADD: How did differences in belief about the rights and humanity of African American slaves affect the conflict?"
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.69. Use primary and secondary sources to examine how enslaved people adapted within and resisted their captivity.
Ethnic, Cultural, and Identity Studies 21. Community Equity Building	<ul style="list-style-type: none"> 8.70. Develop a claim to illustrate how an event of the Sectionalism and Reform Era helps modern students understand current issues and events.

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

Theme 8: The Civil War (1860 CE – 1865 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 8.74. Generate research questions, brainstorm sources, and gather evidence to evaluate a claim about the significance of the Battle of Glorieta Pass in the Western Campaign of the American Civil War (Guerra Civil Estadounidense). 8.75. Use examples to support an argument about the importance of science and technology during the Civil War period.
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.76. Identify and correct misconceptions about the Emancipation Proclamation. 8.77. Use primary and secondary sources to make an argument about the impact of the Western Campaign on Indigenous peoples

Theme 9: Reconstruction (1865 CE – 1877 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> 8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era. 8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.80. Describe why different people may have different perspectives of the same historical event; multiple interpretations should be considered in order to avoid historical linearity and inevitability.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions. 8.82. Use data to describe demographic shifts as a consequence of the Civil War and Reconstruction.

ADD: Investigate the "Buffalo Soldiers" in the West and their role in the control of Indigenous Peoples."

Theme 9: Reconstruction (1865 CE – 1877 CE) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Ethnic, Cultural, and Identity Studies 20. Identity in History	<ul style="list-style-type: none"> 8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

Theme 10: Immigration and Industrialization (c. 1880 CE – 1920 CE)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 8.84. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration. ← "by different groups, ethnicities, religious affiliations, etc."
Economics 6. Incentives and Choices	<ul style="list-style-type: none"> 8.85. Analyze the benefits and challenges that are associated with rapidly growing urban areas as a result of industrialization.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 8.87. Analyze the development of the women's suffrage movement over time and its legacy. 8.88. Make personal connections to immigration stories and experiences-- both in the past and present
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 8.89. Examine both sides in debate or academic discussion of politics in response to immigration. ← "various perspectives or"

ADD: Compare and contrast the movement to abolish slavery and the movement for women's suffrage."

"various perspectives or"

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

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HS Civics

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

ADD: Evaluate the cross-cultural credibility of experts from one culture evaluating material from another culture.

ADD: "Reflect and act upon their knowledge, inquiry skills and civic dispositions to become inform advocates for social justice and human rights in an inclusive and equitable society in their classrooms, schools, communities and their interconnected worlds."

[Note that this proposed Inquiry Standard is taken directly from the National Standards for the Preparation of Social Studies Teachers, adopted in 2017 by the National Council for the Social Studies (<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>), particularly Core Competency Standards 4 and 5.]

High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able</i> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-top: 5px;"> ADD: "Explore the work of one or more effective civil society, non-governmental organization (NGO), evaluating reasons for and limits of their effectiveness." </div>
Civics 1. Civic and Political Institutions	<ul style="list-style-type: none"> ● 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions. ● 9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government. ● 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time. ● 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government. ● 9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, and order in American constitutional democracy. "human rights" ● 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets. "in diverse regions of the world." ● 9-12.Civ.19. Distinguish historical and current types and systems of government in the U.S. and abroad. ● 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous/U.S. relations over time "; compare with the experiences of Indigenous groups within other nation states." ● 9-12.Civ.21. Evaluate the way America's founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time. ", including the U.S. promotion of global human rights." ● 9-12.Civ.22. Research multiple sources to think critically about how the U.S. should conduct itself in international relations "and how International standards should affect U.S. domestic policy."
Civics 2. Processes, Rules, and Laws	<ul style="list-style-type: none"> ● 9-12.Civ.23. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. "and humanitarian" ● 9-12.Civ.24. Evaluate sources to determine how people use and challenge local, state, national, and international laws, to address a variety of public issues ", advocate for their own interests and promote fairness, equity and social justice." ● 9-12.Civ.25. Evaluate public policies in terms of intended and unintended outcomes and related consequences. ● 9-12.Civ.26. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights "civil and human rights" ● 9-12.Civ.27. Evaluate the US justice system over time and its impacts on policy, society, economics, and individual rights. ● 9-12.Civ.28. Explain the unique features and processes of New Mexico's constitution.

	<ul style="list-style-type: none"> 9-12.Civ.29. Evaluate the contributions of New Mexico’s diverse populations to it’s governmental structure and outcomes. 9-12.Civ.30. Investigate challenges and opportunities within and between different government entities in New Mexico.
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Civics 3. Civic Dispositions and Democratic Principles	<ul style="list-style-type: none"> 9-12.Civ.31. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. [[These terms need to be defined at some point.]] 9-12.Civ.32. Analyze civic virtues and principles, and the role of the people in creating good governance at various levels. “, fairness and empathy” 9-12.Civ.33. Apply civic dispositions and democratic principles when working with others. “for” 9-12.Civ.34. Analyze founding documents and their impact on national unity over time. 9-12.Civ.35. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good overtime. “ group interests within”
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ADD: “Develop a personal understanding of the Constitution's identified governmental purpose “to promote the general welfare.”

High School Civics (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
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Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> 9-12.Civ.36. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles. “, demonstrating respect for others with different perspectives.” 9-12.Civ.37. Use historical data and evidence related to various actors’ interests and motivations to determine their influence on contemporary issues. 9-12.Civ.38. Evaluate how fundamental American principles have been interpreted overtime and how they currently shape policy debates. 9-12.Civ.39. Develop strategies for evaluating multiple perspectives about current events, and policy issues. 9-12.Civ.40. Analyze historic inequalities and evaluate proposed solutions to correct them. 9-12.Civ.41. Apply an effective questioning strategy to evaluate sources intended to inform the public, and consider the effects of choices made by media organizations (including internet social platforms), on elections and social movements. “various” 9-12.Civ.42. Evaluate sources and determine potential bias in the media and how that impacts government decision-making. “. beliefs. values and cultural perspectives” 9-12.Civ.43. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society. 9-12.Civ.44. Analyze rights and obligations of citizens in the United States.
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[[Please remember that under the U.S. Constitution, both citizens and non-citizens have certain rights and responsibilities. See Bill of Rights, 14th Amendment and laws applying to “persons”.]

ADD: “Employ human rights principles and concepts to formulate strategies to redress historic inequities and heal their continued effects.”

ADD: “Analyze rights and obligations of citizens when situated within the United States.”

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

“, build a more inclusive and equitable society, advance social justice and promote human rights.”
[Please note that this language is drawn directly from the National Standards for the Preparation of Social Studies Teachers, adopted in 2017 by the National Council for the Social Studies. Teacher education programs seeking [national recognition of their social studies program through CAEP](https://www.socialstudies.org/standards) are required to use these standards. (https://www.socialstudies.org/standards).]

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HS Economics

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

ADD: "Explore the concept of "fairness" as it applies to economic analysis and decisionmaking."

High School Economics

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Economics 5. Economic Decision-Making

- 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, business, government, and societies.
- 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.
- 9-12.Econ.15. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.
- 9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups
- 9-12.Econ.17. Explain how and why people make choices to improve their economic well-being.
- 9-12.Econ.18. Evaluate the market value of income earned through wages and other activities associated with saving, and investing.
- 9-12.Econ.19. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.
- 9-12.Econ.20. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.

Economics 7. Economic Systems and Models

- 9-12.Econ.21. Analyze the production, distribution, and consumption of goods and services.
- 9-12.Econ.22. Evaluate economic theories for their compatibility with democracy.
- 9-12.Econ.23. Compare the advantages and disadvantages of major economic systems found around the world.
- 9-12.Econ.24. Critique inequalities that exist in economic systems.
- 9-12.Econ.25. Use economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.
- 9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
- 9-12.Econ.26. Critique the impact of globalization on New Mexico and its citizens.
- 9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.

ADD: Explore the causative and consequential economic factors that promote or mitigate inequality in local, national and global communities.”

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

Economics 9. Global Economy

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

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HS Geography

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

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

ADD: "Explore how different historic groups have interpreted and engaged with the geographic features of the same region(s)."

High School Geography (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

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

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HS New Mexico History

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

ADD: "Apply cross-cultural awareness in exploring, making decisions, and taking actions in regard to issues arising from the historical experiences of various groups within New Mexico."

Theme 1: Treaty of Guadalupe Hidalgo	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.13. Connect various disputes that occur as a result of Article X being stricken from the Treaty of Guadalupe Hidalgo. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;"> <p>← ADD: "Study the Protocol of Queretaro and evaluate its effect in securing Mexican acceptance of the Treaty of Guadalupe Hidalgo, and the consequences of its non-ratification by the U.S. Senate."</p> </div>
History 16. Historical Thinking	<ul style="list-style-type: none"> 9-12.NMH.14. Determine why it was necessary for the U.S. to purchase the land acquired by the Gadsden Purchase, instead of obtaining it by warfare.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.NMH.15. Examine the different perspectives from the peoples of New Mexico, and the United States at the time of annexation. 9-12.NMH.16. Dissect the Treaty of Guadalupe Hidalgo, and evaluate how the different people of New Mexico were addressed and impacted by the document.
History 18. Power Dynamics, Leadership and Agency	<ul style="list-style-type: none"> 9-12.NMH.17. Examine the rights that were guaranteed to citizens in Article IX of the Treaty of Guadalupe Hidalgo, and reason why Article X would have been stricken.
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> 9-12.NMH.18. Demonstrate knowledge of their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;"> <p>← ADD: "Examine differences in the way the Mexican Constitution and the U.S. Constitution defined "Citizen," and the implications of those differences for Indigenous people and persons of African descent."</p> </div>

Theme 2: New Mexico's Territorial Period	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.NMH.19. Examine the changes in the Plains of New Mexico as irrigation and cattle ranches expand into the territory. <div style="border: 1px solid red; padding: 2px; margin-top: 5px;"> <p style="color: red; font-size: small;">ADD: "Examine the impact of railroad construction and the railroad system on the conflicts between the United States and the Navajo People."</p> </div>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.NMH.20. Describe the introduction of the Chinese population into New Mexico. ● 9-12.NMH.21. Assess the changes of the land and society initiated by the railroad system, along with the immigrant population it brought to the New Mexican territory. ● 9-12.NMH.22. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.NMH.23. Examine the causes and effects of the Civil War, and the battles that ensued within New Mexico. ● 9-12.NMH.24. Explain how the Homestead Act of 1862 impacted the demographics of New Mexico. ● 9-12.NMH.25. Probe the beginnings of the Native American boarding school system, and the ramifications that it had on Indigenous communities in New Mexico and abroad.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.NMH.26. Determine the role of race and racism in the acts of land redistribution during the territorial period.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.NMH.27. Contextualize the struggles toward statehood by including the resistance of the Hispanic population to newcomers and the participation of all ethnic populations in the Spanish American war, prior to becoming a state of the USA.

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

ADD: "Explore how 'tribal sovereignty' has been interpreted over time by Indigenous peoples, the United States government and the world community, and how differences in understanding of sovereignty continue today."

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

"including the efficacy of these programs for different communities within New Mexico."

Theme 4: 1900s–1940s, (WWI, WWII and Between the Wars) (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i> [There are positive as well as negative stories here, particularly in regard to the Japanese residents of Gallup, NM and other communities who were not Interned, but who continued to participate in their communities throughout WWII.]
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> 9-12.NMH.35. Summarize the impacts that artists have had on our state, and why so many artists choose to live in New Mexico.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.36. Interpret data/evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century. <p>ADD: "Explore the history of Japanese internment in New Mexico during WWII, both in regard to Japanese residents of New Mexico and Japanese persons from other states interned in New Mexico."</p>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.37. Analyze the causes and effects of the Dust Bowl in New Mexico, and how it changed or eliminated communities in our state. 9-12.NMH.38. Demonstrate ability to use relevant historical evidence to synthesize information regarding the impact of nuclear weapons on people around the world. <p>"including the effects of nuclear weapons production on diverse peoples within New Mexico."</p>
History 16. Historical Thinking	<ul style="list-style-type: none"> 9-12.NMH.39. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico, and the impact that our citizens had on the war <p>"and resident populations"</p>
<p>[Although the Indian Citizenship Act was passed in 1924, tribally affiliated Indigenous people in New Mexico and other states did not enjoy full "citizenship," including voting and attendance of children in state public schools until after litigation brought by returning Indigenous veterans after WWII; yet their contributions to the war effort were considerable.]</p>	
Theme 5: New Mexico and the Cold War	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Economics 9. Global Economy	<ul style="list-style-type: none"> 9-12.NMH.40. Summarize how the U.S. and Soviet Union emerge from World War II as superpowers, and articulate the difference between communism and capitalism.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> 9-12.NMH.41. Identify the military bases and weapons testing sites in New Mexico.

Theme 5: New Mexico and the Cold War (Continued)

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

Theme 6: Civil Rights ← "and Human Rights" [PLEASE!]		[Don't overlook Reies Tijerina's activities at this time.]
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>	"traditional land grant communities and"
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.NMH.46. Demonstrate contextualization and interpretation of key events that took place within Native American communities during the Civil Rights Era. 	ADD: "Examine how the global movement for Human Rights, and the United States' role in promoting universal human rights through the United Nations and other regional and global efforts affected the course of the struggle for Civil Rights in the United States."
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.NMH.47. Demonstrate historical causation by using 9-12.NMH.48. multiple perspectives to conduct historical analysis of the Civil Rights era in New Mexico. 	
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.NMH.49. Compare organizations engaged in Civil Rights work. 9-12.NMH.50. Demonstrates interpretation of critical changes in New Mexico's segregation laws 	"and laws regarding access to public services."

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

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

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

Theme 8: Resource Management and Mineral Resources in New Mexico

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

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

", including experts within communities of color."

ADD: "Explore the perspectives of various groups whose experience of key historical events, their consequences and causality differ from the dominant narratives."

ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions.

Theme 1: U.S. Origins and Origin Stories

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

[Be sure to explore the meaning of the term "classical colonialism." According to Wikipedia, "Historians often distinguish between various overlapping forms of colonialism, which they classify into four types: settler colonialism, exploitation colonialism, surrogate colonialism, and internal colonialism.", citing Healy, Roisin; Dal Lago, Enrico (2014). The Shadow of Colonialism on Europe's Modern Past. New York: Palgrave Macmillan. p. 126. ISBN 978-1-137-45075-3.]

[This is a well intentioned but culturally questionable performance standard. Given the diversity and complexity of Indigenous societies, from the Mayan to Akaskan, it is essentializing to talk about "common elements of Indigenous societies," other than the fact that they exist where they have been since before contact with settler colonizers.]

Theme 2: Early America: The American Revolution and Constitution

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.24. Determine the importance and utility of rights versus responsibilities. ← “and rights versus privileges.” 9-12.US.25. Determine the characteristics of a revolution and evaluate the American Revolution as compared to the French and Haitian Revolutions. ← “and the various revolutions throughout the Americas in the 19th Century.”
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.26. Investigate the causes and effects of the Revolutionary War on diverse groups of people in the United States. 9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States.
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery. 9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans. ← “and women.”
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.US.30. Describe the Constitutional Convention, the roles of specific individuals, and their conflicts and compromises. 9-12.US.31. Explore the key ideals and principles outlined in the foundational documents of the United States.

ADD: “Examine how these key ideals and principles have influenced ideas of the relationship between people and their government across the world.”

Theme 3: Westward Expansion, 1787–1876

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

ADD: “Compare and contrast the process of separation of the 13 Colonies from Britain and the process that led to the creation of Canada as a separate nation.”

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

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

ADD: “Examine responses of different groups and individuals in the United States to the laws upholding chattel slavery and requiring the return of escaped slaves, even when they escaped to non-slave-holding states.”

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

"diverse narratives about the meaning of the Civil War, including"

Theme 5: Reconstruction, 1865–1877	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.49. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants. ● 9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.51. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.
<div style="border: 1px solid red; padding: 2px;"> <p>← ADD: "Examine the impact of the end of the Civil War on the settlement of the West, and on the relationship between the United States and the Indigenous nations in the American West."</p> </div>	
Theme 5: Reconstruction, 1865-1877 (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. ● 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> ● 9-12.US.54. Explore the efforts of the federal government and African Americans to forge a new political and social order after emancipation.
<div style="border: 1px solid red; padding: 2px;"> <p>← "and civil society reformers"</p> </div>	

Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 9-12.US.55. Examine immigration policy in the United States over time. ● 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States. ● 9-12.US.57. Examine contemporary labor struggles and populist movements in the United States and around the world. ● 9-12.US.58. Explore the short- and long-term effects of the Jim Crow era on African Americans in both the North and the South ← “and on working people of all races.”
History 15. Cause and Consequence	<ul style="list-style-type: none"> ● 9-12.US.59. Explain the various causes of the Industrial Revolution. ● 9-12.US.60. Make connections among the important consequences of the Industrial Revolution. ● 9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.
Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920 (<i>Continued</i>)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> ● 9-12.US.62. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations. ● 9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. ← “13th, 14th and 15th Amendments” ● 9-12.US.64. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.

Theme 7: Imperialism, 1890–1920

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

Theme 8: Progressivism and World War I

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

ADD: "Analyze how the ideologies of the Progressive Movement impacted Indigenous Peoples in the United States, particularly Indigenous families."

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

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

History 18. Power Dynamics, Leadership, and Agency

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

← ADD: "Explore the various causes that led to the Great Depression in the United States."

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

← "in the United States"

Theme 11: World War II

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

← "leading up to and at the start of World War II."

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

ADD: “Explore the differences between the treatment of Japanese Americans and German Americans in the United States during World War II.”

Theme 11: World War II (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

ADD A WHOLE SECTION: “Human Rights Post World War II: Explore the consequences of World War II for international and domestic support for human rights and humanitarian treatment. Evaluate the role of the United States in the creation of the United Nations, the development of the Universal Declaration of Human Rights, the Nuremberg Principles and the 1949 expansion of the Geneva Conventions.”

Theme 12: The Cold War: 1945–1975

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

“and the economic forces that contributed to the CIA's presence.”

[The role of the United States in the establishment of the United Nations, the adoption of the Nuremberg Principles that guided the trial of the Nazi high command and the expansion of the Geneva Conventions is a powerful and positive aspect of the History of the United States, of OUR history! And, of course, Eleanor Roosevelt chaired the UN committee that drafted the Universal Declaration of Human Rights. Please do not ignore the American history of human rights and humanitarian law, particularly as they flourished in the period immediately after World War II.]

Theme 12: The Cold War: 1945–1975 (Continued)	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 15. Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.107. Examine the factors that contributed to the Cold War. 9-12.US.108. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. 9-12.US.109. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. 9-12.US.110. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism “and the impact of “Red Scare” politics on various social, economic and political movements in the United States.”
History 17. Critical Consciousness and Perspectives	<ul style="list-style-type: none"> 9-12.US.111. Analyze the impact of the Vietnam War on the Vietnamese “, Cambodian and Laotian” people and on the United States. 9-12.US.112. Explore the impact of the Cold War on indigenous peoples around the world. 9-12.US.113. Compare and contrast the Communist Red Scare with the Lavender Scare.
History 18. Power Dynamics, Leadership, and Agency	<ul style="list-style-type: none"> 9-12.US.114. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon.

Theme 13: Civil Rights and People Power Movements	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> 9-12.US.115. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. 9-12.US.116. Examine the evolution of McCarthyism from the Red Scare to COINTELPRO. 9-12.US.117. Evaluate the influence of 1960s cultural and artistic movements from past to present day.
History 15: Cause and Consequence	<ul style="list-style-type: none"> 9-12.US.118. Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.

[These sections are somewhat choppy and could be better integrated with each other and with their over-arching themes with minimal editing. These are extremely important areas for students to analyze and form inquiry-based and research-based conclusions regarding.]

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

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

ADD: Explore the intersection of the Civil Rights Movement with action within Indigenous communities, and non-Black communities of color."

"and strategies"

Theme 14: Rise of Conservatism, 1968–2008

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

ADD: "Examine the various meanings that different proponents and opponents have given to the terms "Conservatism," "Liberalism," "Progressivism," and other organizing terms and the impact of the use of these definitional categories on the political life of the United States."

[These sections are somewhat choppy and could be better integrated with each other and with their over-arching themes with minimal editing. These are extremely important areas for students to analyze and form inquiry-based and research-based conclusions regarding.]

Theme 14: Rise of Conservatism, 1968–2008 (Continued)

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

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

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

ADD: "Explore the competing claims that surround defense of and challenges to gun rights as interpreted in the United States and in other developed countries."
 ADD: "Establish the rules of debate and discussion to facilitate an open, non-threatening, safe discussion of the appropriate relationship between the right to bear arms and other competing rights, particularly in regard to the use of various kinds of public spaces."

"persons of diverse races, genders, sexual orientations and the differently abled."

"to foster equity, advance social justice and promote human rights in the United States for all persons, including members of groups who have frequently experienced discrimination and been treated unfairly,"
 [Refer to Standards 4 and 5 of the NCSS National Standards for the Preparation of Social Studies Teachers (<https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers>)]

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 18. Power Dynamics, Leadership, and Agency

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

"and domestic"

"and human"

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HS World History

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

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

“The expansion of international humanitarian law in the 20th Century, including the Nuremberg principles, expansion of the Geneva Conventions, and various treaties seeking to limit anti-civilian weapons such as land mines, nuclear weapons, etc.;

“The founding of the United Nations, development and adoption of the UN Charter, and the development of global agencies addressing global security, hunger, refugees, health, environment, human rights and international cooperation;

“The historical, geographical, social and political factors leading to a broader global consensus on fundamental human rights which should be respected by all nations and their citizens.”

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

ADD: "Explore the perspectives of diverse groups whose experience of key historical events, their consequences and causality differ from dominant narratives."
 ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions."

High School World History	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Civics 4. Roles and Responsibilities of a Civic Life	<ul style="list-style-type: none"> ● 9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems. ● 9-12.WH.11. Apply a range of strategies and procedures to make decisions and take action in classrooms, schools, and out-of-school civic contexts. ● 9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power/authority.
Economics 9. Global Economy	<ul style="list-style-type: none"> ● 9-12.WH.13. Evaluate the impact of global interconnectedness on international economic stability and growth. ● 9-12.WH.14. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
Geography 11. Location, Place, and Region	<ul style="list-style-type: none"> ● 9-12.WH.15. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 9-12.WH.17. Assess how social, economic, political, and environmental developments at global, national, regional, and/or local levels affect the sustainability of modern and traditional cultures. <p>ADD: Examine the 17 Sustainable Development Goals adopted by the United Nations General Assembly in 2015 as goals for building a more sustainable and equitable world; consider their applicability to sustainability, development and equity concerns of Americans, including Indigenous Americans. Give particular attention to the applicability of the Sustainable Development Goals to issues facing New Mexico.”</p>

High School World History (*Continued*)

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

ADD: "Trace the history of the development of fundamental principles of human rights in diverse human societies throughout history. Explore concepts of fundamental fairness as they have arisen in traditional and historic societies, and exist across a broad historical, cultural and geographical spectrum, including standards of conduct within various Indigenous societies of the Americas, ancient Middle Eastern and Mediterranean societies (e.g. the Code of Hammurabi, the Torah), India (the Upanishads), the laws of republican Rome, the Analects of Confucius, the Magna Carta, etc."

ADD: "Examine the circumstances surrounding World War II, the Holocaust, the restoration of democratic governments, the ending of colonialism by the West, etc. that contributed to the adoption of the Universal Declaration of Human Rights, the Nuremberg Principles created by the Allies for the trial of the Nazi high command, the expansion of the Geneva Conventions, etc. Evaluate how those principles have survived and evolved to the present day."

High School World History (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 18. Power Dynamics, Leadership, and Agency

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

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

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

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Ethnic, Cultural, and Identity Studies

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

"while evaluating cultural awareness and bias of "experts" who operate outside the culture of society being studied."

ADD: "Explore the perspectives of various groups whose experience of key global phenomena, their consequences and causality differ from the dominant narratives."

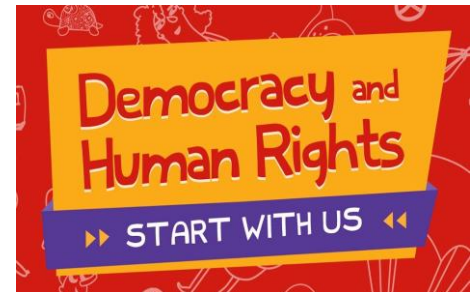
ADD: Explore how different groups interpret the problematic or beneficial nature of the same events, phenomena, occurrences and how different perspectives affect problem identification and proposed solutions."

Ethnic, Cultural and Identity Studies	
<p>Anchor Standard The student demonstrates an understanding of:</p>	<p>Performance Standard: Therefore, the student is able to:</p>
<p>Ethnic, Cultural, and Identity Studies 19. Diversity and Identity</p> <p>"and the intersections among identities,"</p>	<ul style="list-style-type: none"> 9-12.ECI.13. Recognize and value my group identities without perceiving or treating others as inferior. 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities. "the larger or more dominant society regarding these identities." 9-12.ECI.15. Identify and explore how current traditions, rites, and norms of identity groups have or are changing over time. "various identity groups" "changed" 9-12.ECI.16. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement. "regard to"
<p>Ethnic, Cultural, and Identity Studies 20. Identity in History</p>	<ul style="list-style-type: none"> 9-12.ECI.17. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States. ", national, gendered," 9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups. 9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language. "and the impact of hybridity in creating new identities."
<p>Ethnic, Cultural, and Identity Studies 21. Community Equity Building</p>	<ul style="list-style-type: none"> 9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group. 9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. "and transformational change." 9-12.ECI.22. Evaluate the role of racial social constructs in the structures and functions of a 21st Century American society.

EDUCATING FOR AMERICAN DEMOCRACY

A ROADMAP FOR EXCELLENCE IN HISTORY AND CIVICS EDUCATION FOR ALL LEARNERS

The **Educating for American Democracy (EAD)** initiative provides national guidance that states, local school districts, and all educators can use to transform teaching of civics and history to sustain our constitutional democracy and meet the needs of a diverse 21st-century K–12 student body. The initiative includes a **Roadmap to Educating for American Democracy** and accompanying documents that give suggested educational strategies and suggested content for history and civics at every grade level—along with strategies for implementation in schools—so that each state, district, or school educator can fit into the needs of their own, unique communities. The EAD initiative is committed to providing instructional strategies and content for all learners to ensure that excellent history and civic learning opportunities are delivered equitably throughout the country.



Why EAD?

Trust in institutions and investment in communities are declining with time. The Civics Deserts report from the National Conference on Citizenship highlighted concerning civic decay. The public's trust in key institutions and leaders such as the media, branches of government, and volunteering declined by over 15% between 2005 and 2015.

Lack of knowledge on the part of youth is a pervasive problem. Only 24% of 8th graders scored proficient in the 2018 NAEP in Civics exam, the results of which were released April 2020. In 2018, nearly three-fourths of eighth-grade students report low to moderate levels of confidence in their civics-related knowledge and skills.

Lack of foundation for civic friendship and unity threatens our country. According to a January 2021 CBS News poll, 40% of Democrats and over half of Republicans tend to think of the other party as "enemies," rather than "political opponents". A majority of Americans identify other Americans as the greatest national threat.

Lack of access to high quality civic education exacerbates national social and economic gaps. According to analysis by Kei Kawashima-Ginsberg at CIRCLE, students from systemically disadvantaged communities, including low-income and Latino/a/x students, scored much lower on NAEP civics exams and reported less exposure to critical civic education products such as simulations, debates, and discussions.

Why EAD and Human Rights Education (HRE)?

HRE reinforces civil society and provides a strong basis for "civic friendship" across ideological differences. The essence of Human Rights theory and practice and the foundation for both content and methodology in Human Rights Education is recognition of the equality and inherent dignity of persons, without references to their differentiating characteristics. While we acknowledge and seek to understand differences of race, ethnicity, religion, gender identification, age, ability/disability, economic circumstances, etc., the fact that such differences exist does not make any of us less worthy or less entitled to the benefits of participation in an inclusive, democratic society.

Human Rights are inherent in all persons. They do not need to be earned and are not granted to us by governments or other social institutions. When "rights" are treated more as "privileges," the holders of privilege often feel they risk loss of their human value when the value of groups in which they do not participate are strengthened. However, respect for human rights is not a zero-sum game; the realization of human rights benefits everyone in society. The human rights lens, applied to difference, seeks both to build equity among individuals and groups and to ensure that no artificial barriers impair participation by anyone (or any group) in the fruits of our inclusive democratic society. A core purpose of the U.S. Constitution, according to the Preamble, is to "promote the general welfare." When that "general welfare" is not equitably available to some members of society, threats to fundamental human rights are present and need to be resolved to realize the ideals of our democratic republic and its Constitutional democracy.

What Can **Students** Do?

- Deepen your engagement with our constitutional democracy by learning how to recognize and exercise human rights and civic responsibilities.
- Engage in student government, in-school activities, community engagement initiatives, and other practices that strengthen understanding of your human rights and civic responsibilities as well as those of your peers, , family, and community members.
- Become aware of the various legal, political, educational, and societal mechanisms for protecting those rights.



*

What Can **State Policy-Makers** Do?

- Set ambitious goals to ensure that all students have access to opportunities for excellent civic and human rights learning opportunities.
- Adopt social studies standards that align with **EAD** and incorporate robust standards addressing universal human rights.
- Require EAD and human rights education training as part of educator preparation or licensure requirements.
- Integrate the Civic Learning Plan data within state accountability systems as a component of school performance indicators.

What Can **Families** Do?

- Introduce your children to civic activities, from community service to voting.
- Discuss human rights issues and factors that may affect how individuals and members of different groups benefit from societal and governmental policies and participate in democratic institutions.
- You can engage and collaborate on civic activities together with the students in your family such as volunteering, tabling, etc.
- Build relationships with the educators of your students and understand your school policies, community members, and other administrators, and families.
- Support passionate yet respectful discussions of current events at the table.
- Explore your own family's heritage and how that has changed over time.
- Critically assess media sources together with your child.

What Can **School and District Leaders** Do?

- Adopt and purchase curricula that emphasize the inquiry-based, interdisciplinary approach advanced by EAD.
- Recruit and support staff with a commitment to the school and district's civic engagement- mission and human rights values.
- Forge outside partnerships with families, community leaders, museums, libraries, and other organizations that can support high quality, inclusive civic learning
- Engage in self-evaluation of schools within the District, including participation by school administrators, teachers, staff, students, parents, and community members. Amnesty International and Human Rights Educators USA have resources for assessing the fairness, equity, and human rights friendliness of school districts.
 - Engaging in this kind of self-evaluation can strengthen students' sense of empowerment and provides an ideal environment for administrators, educators, and all participants to learn and practice civil friendships across ideological differences. A process grounded in respect for human rights assures that no one's concerns can be dismissed or marginalized.
 - Recognizing the human rights of all does not diminish the rights of any (but may have some effect on privileges that are not equitably shared with all.)

What Can Educators Do?

Actions to Promote Excellence for All

- Join professional learning communities, including PLCs of human rights educators focused on support, sharing resources, and mentoring to promote a continuous cycle of improvement and courageous engagement in dialogues and discussions that result from teaching the EAD Roadmap. Affirm diverse identities and provide inclusive instruction and examples.
- Incorporate human rights into your teaching and learning practices.
- Communicate clear expectations and express support and care for students.
- Provide opportunities for students to deepen and synthesize learning.
- Differentiate and scaffold instruction to ensure accessibility for all learners.

Actions to Promote Growth Mindset & Capacity Building

- Gather formal and informal student feedback on their learning experiences to understand individual needs and strengths.
- Engage in self-reflection to identify and address implicit biases and practices that may interfere with some students' learning processes.
- Learn about activities to cultivate student motivations to improve and develop a growth mindset.
Develop student-centered teaching and learning strategies that model respect for human rights.

Actions to Promote EAD Classrooms & Schools

- Seek to learn more about students and their families and strive to build relationships with and among students and their families.
- Be mindful of how structural, institutional, and other factors may influence the rights and privileges of your students and affect student engagement in school-based opportunities.
- Help students engage productively with disagreements and solve conflicts.
- Support students to **process** emotionally difficult events using modes of expression such as dialogue, writing, and creating art.

Actions to Help Practice Constitutional Democracy & Agency

- Facilitate opportunities for students to interact with community leaders, initiatives, and issues.
- Provide students the opportunity to practice democratic skills in the classroom and to demonstrate an understanding of their human rights implications.
- Facilitate opportunities for students to take informed action in their communities.

Actions to Help Practice Inclusive, Participatory Constitutional Democracy

- Employ a human rights lens to evaluate the fairness, inclusiveness, and openness of institutions, policies, laws, economic arrangements, educational set-ups, etc.
Utilize content from the Universal Declaration of Human Rights and related human rights documents to evaluate our domestic polity, economy, society.

Actions to Reflect, Assess, and Improve

- Assess students' civic skills and agency.
- Seek out student feedback to facilitate self-reflection and growth in meeting the needs of all students.



What can you do **right now?**

Attend EAD and HRE webinars and events, including those promoted by HRE USA, share the EAD Roadmap and Pedagogy Companion on social media, submit resources and discuss what implementing EAD at your school would look like.

Start the discussion about why civic and history education are instrumental for our democracy.



[EXTERNAL] Farmington Municipal Schools letter regarding New Mexico Social Studies Standards

Robert Taboada <rtaoada@fms.k12.nm.us>

Fri 11/12/2021 1:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Schmidt, Eugene <eschmidt@fms.k12.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

Please add the attached letter from the Farmington Municipal Schools to the public comments regarding the proposed Social Studies Standards.

Thank you for allowing this great opportunity for feedback.

--

Roberto Taboada
Public Information Officer
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November 12, 2021

To Whom It May Concern,

As the New Mexico Public Education Department moves ahead with the adoption process of the new draft Social Studies Standards, it is important to hear and honor the voices of New Mexico's residents during the review cycle. Included in the voices are the twenty-seven members of the Farmington Municipal Schools instructional staff, whose ideas are woven into the theme of my narrative. To honor those voices and to ensure the new draft social studies standards celebrate the richness of our state's cultural amalgamation which serves as a model of an American future that welcomes its rapidly emerging diversity, I offer these thoughts on behalf of the Farmington Municipal Schools.

As a state and nation, it is important for us to understand our history through historical facts rather than opinions. The proposed new draft standards, while well-intended and making an apparent call for use of credible sources, leave many opportunities for additional explanation, clarification, and modification on the part of instructors due to vagueness in meaning of the performance standards. In addition, the new draft standards, which appear to call for greater opportunity for students to discover, understand and create new meaning to our history, through the use of compelling and supporting questions, nevertheless, lack clarity as some performance standards do not provide opportunities for strong inquiry and cognitive demands as outlined in the National Framework. As a further step, I write to express my interest in knowing more about the guiding documents that may have been used in the crafting of the new draft Social Studies Standards. On that line, Team Farmington much prefers the framework as sent in C3 ([C3 Social Studies.org](http://C3SocialStudies.org)). In that regard, Farmington Municipal Schools (hereafter known as Team Farmington) presents the following as Team Farmington's response to the new draft Social Studies Standards for the state of New Mexico. In expressing these concerns, I offer solutions to better strengthen the overall standards and learning expectations of students throughout the state.

Included in this letter is my effort to highlight three main areas of concern including:

1. Lack of adherence to the national social studies framework;
2. Concern that the new draft standards do not clearly frame a guaranteed and viable curriculum; and
3. Lack of cross-curriculum content connection.

Area of Concern: Lack of adherence to the national framework

For the past decade or more, the state of New Mexico has failed to align itself with National Standards in the area of history and civics education. After a review of the "Themes of Social Studies" and the "Four Dimensions" for the National Curriculum Standards for Social Studies in current draft form, it suggests the NMPED new draft standards writers used editorial licenses for the design template and Anchor/Performance Standards. On many fronts, this creates great concern about the levels in which our students will be positioned to compete in a regional, statewide, and worldwide competitive marketplace. After understanding the large gaps and lack of adherence in the new draft

Social Studies Standards as compared to the C3 framework and themes, it is our belief that the state's students would be better served if New Mexico's new draft standards were more closely aligned with the C3 model.

Team Farmington celebrates the work of New Mexico educators and values the importance of our teachers' voices. As such, we extend our gratitude for the time and energy taken to serve on the new draft Social Studies Standards writing team. Nevertheless, there is great room for improvement in the architecture of the standards, flow, scaffolding, and growth of concepts between grade levels as well as the opportunity for greater rigor and demand of cognitive skills as an expectation for New Mexico's K-12 students. It is my concern that the standards lack depth in which an individual's critical thinking and inquiry skills can be leveraged to truly make informed decisions and understand the content and context of our world, nation, state, and people. It is also my concern that the new draft performance standards include words of implied (see 8.12 "...denied equality...") bias and/or framed as pre-drawn (see 5.12 "describe how inequity...") conclusions. Based upon Team Farmington's review of the proposed new draft standards we are not yet able to determine how the standards were designed from the "End of Grade" expectations.

Solutions:

- You will find the K-12 scope in which Civics, Economics, History, and Geography meet the needs of all students. Team Farmington recommends using Dimension 2, from the C3 framework as the state's framework of content.
- Team Farmington recommends removing the developed anchor standard of Ethnic, Cultural, and Identity Studies as it does not align nor are there standards, we have been able to find that support this anchor standard in isolation. Given the amount of time before actual adoption and implementation, there appears to be time to thoughtfully review the performance standards in this anchor standard to integrate or incorporate less divisive performance standards into the ask for revised new draft standards using the C3 model.
- FMS also recommends the anchor standard of *Inquiry* not be a stand-alone anchor, but leveraged as it is designed in the C3 Framework, which is to be the lens in which Dimension 2 is viewed throughout instruction.
- Currently, the unpacking of the standards from grade-level expectations to earlier grades does not appear to have a scaffolded approach to the grade band expectations which could be strengthened with a strong knowledge of unpacking standards for prior knowledge, current grade-level expectations, and upcoming learning.
- A formal review should be conducted and results published, by grade bands, to determine that standards spiral and build on understanding to allow mastery by the end of grade expectations and the culmination of the K-12 sequence.

Area of Concern: Guaranteed and Viable Curriculum

Team Farmington celebrates the hard work of New Mexico educators, leaders, and community members who worked to compose standards that reflect individuals, events, and topics within New Mexico. In a review of the new draft standards, greater attention is needed to perhaps reduce the latitude to a variety of instructional interpretations along with a plethora of avenues in which to meet the expectations of the standards, as written, which may lead to confusion and uncertainty for the new draft standards writers' intent. This causes great concern in which equity and access to critical content are crucial to the success of students in our state, specifically those who are mobile. Without the proper guardrails in which to maintain a guaranteed, viable and, might I add, equitable curriculum, there is difficulty in ensuring all students are engaged in and provided access to the learning necessary to be successful in college, career, and life. In the current draft standards, there is room for multiple interpretations which may lead to an intentional or unintentional bias of teaching and learning, specific to standards. In expressing this concern,

Team Farmington recognizes some of the C3 standards have been adapted freely and that the essence of the C3 learning may have been lost in the new draft proposal.

Solutions:

- All standards within the Anchor Standard of Ethnic, Cultural and Identity studies should be removed as there are no national standards, to be found in our research, to the norm against for learning as well as a concern that there will be a lack of High-Quality Instructional Materials (HQIM) to support teachers and students.
- With a lack of HQIM, there is a risk of staff searching for their own resources that may not have been sufficiently vetted through an adoption process and may or may not have an accurate account of historical facts.
- Team Farmington's preferred method of addressing diversity, culture, and NM heritage would be to
 - Incorporate the new draft social studies standards performance standards curricula ideas that celebrate the diversity, culture, and NM heritage be placed within the current C3 Anchor Standards of History, Civics, Geography, and Economics.
 - Leverage already existing C3 framework, Dimension 2, of History, Civics, Geography, and Economics to honor the diversity, culture and heritage within NM.
 - Should NMPED decide to maintain the Anchor Standard "Ethnic, Cultural and Identify Studies," it is the recommendation of Team Farmington that a new Anchor Standard category called "Culture" be used instead.
- Team Farmington suggests and prefers standards written that lead individuals to believe a single ideal should be removed along with terminology that alludes to or denotes negative perceptions, as these are not universal but personal through study, research, and background.
 - Should performance standards remain Farmington Schools offer the following edits as examples, but not limited to:
 - K.5 calls for "Use deliberative and democratic procedures to make decisions about and act on civic problems." The descriptors "deliberative and democratic" seem high-level vocabulary for K comprehension. Similar language appears on 2.6. Might "discuss and fair" better serve this grade level?
 - 1.9 states, "Compare life in New Mexico in the past to life in New Mexico today." It would seem more purposeful to follow the language 2.10 "Examine and compare...."
 - 2.12 has the word *attempted* could imply failure and negative connotation for the student and, as such, imply a bias. Rather than remove the performance standard, I suggest that the language be changed to "worked to resolve problems" which, in my opinion, opens the standard to inquiry as well as an opportunity for students to describe events where there were conflicts and resolutions through the student lens.
 - 2.16 uses the terminology "one world community...." a definition of one world community might be helpful.
 - 3.16 could be restated as an inquiry and discovery question. Rather than investigate "who", it could be restated as, "Investigate how goods and services in various world communities impact the lives of those within the community and those around them."
 - 5.12 uses the phrase, "Describe how *inequity* in the United States laid the foundation for conflict that continues today." The use of the term *inequity* promotes a point of view rather than allowing the student to reach her/his own conclusion. Might 5.12 be better written to say "Examine and explain how conflicting points of view in the United States may have laid the foundation for conflict that continues today."
 - 6.16 uses the term "*negative perception*." As currently written, the phrase presupposes a negative connotation that does not draw from the Dimension Inquiry Arc performance standards of developing questions and planning. As written the performance standard does

not support the purpose, process, role, and lens from which the Inquiry Arc should be used as outlined on page 12 of the C3 Framework.

- 6.3 Why did the writers wait until 6.3 to introduce the term “main topic”? One would have thought the term would begin in K.
- 6.9 through 6.12 - these performance standards that call for the student to “formulate, support, cite, and use” primary sources seem duplicative. It might make more sense to choose two of the four.
- 7.1 Why did the writers wait until (7.1 and 8.1) to insert the words (big idea) in the performance standard? It would have made more sense to put these words in the K.1 section.
- 7.42 rewrite this performance standard by flipping the sentence to “Identify and explain the similarities and differences on how the Pueblo and Diné communities adapted over time.”
- 7.59 as written the term *destruction* as cited in this performance standard, should be removed as it appears to be a value judgement word. The use of the term *destruction* predisposes and appears to draw bias as it is a judgmental word and, in the process, does not appear to allow students to draw their own conclusions. A better word might be “impact.”
- 7.98 calls for the student to explain examples of “cultural diffusion....” What does this term mean and why introduce it at grade 7?
- 7.102 The writers break from previous performance standards by not including the word *credible* when tied to sources. Why is this? As an example, consider 3.3, 5.3, and 8.2 - all of which call for credible sources.
- 8.49 More of a curiosity than anything else. I wonder why the Spanish phrase (Identidad Estadounidense) is used when this has not been done before?
- 8.6 uses the phrase “Identify and correct *misconceptions* about the Emancipation Proclamation.” This appears to be one of the times that the new draft social studies standards’ writers make a pre-determination that something was wrong. Might this be worded differently to allow the students to discover his/her own truth? Might this be better framed by stating, “Investigate the purpose of the Emancipation Proclamation and make an argument for its intended purpose.”?
- 9-12.NMH.9. The phrase seems to be lacking a verb starter. I suggest a word such as “create or develop” adaptations of arguments and explanations that feature *evocative* (note to reader - why the word “evocative - which is to suggest a strong emotion”? Makes more sense to simply say “promotes a strong response) and perspectives....
- 9-12.NMH.18 I don’t know that the word “can” is needed in the performance standard.
- 9-12.US.45 discusses the conflict over slavery leading to the North and South War. What is the reason that only slavery is listed? Might the standard also list possible disagreements over states’ rights?
- 9-12.NMH.51 only allows students to explore movie and tech industries as contributors to our state’s economy. Redraft to state: Analyze ways in which New Mexico’s economy has thrived over time (e.g., movie industry, transportation, technology, oil & gas, etc.) and understand their impact.
- 9-12.NMH.54 same as above, the space industry is but one way in which NM land can be leveraged for innovative and growing businesses.
- Any performance standard that is declarative and duplicative in its entirety should be removed or edited to build on prior standards, with new learnings added as a true spiral to the concept.
 - If the standard outlines procedural knowledge, then the process should be identifiable within the standard for mastery and should be repeated.

- Team Farmington suggests consistency in language and terminology in performance standards throughout the K-12 document as noted in 7.102 with the removal of *credible*.
- The following performance standards have grammatical errors:
 - 2.8 is out of alignment with other bulleted points
 - 2.10 is out of alignment with other bulleted points
 - 2.11 is out of alignment with other bulleted points
 - 3.3 Determine the credibility of one source - might the terms primary and secondary be added for clarifying purposes?
 - 7.78 The word *sources* should have been included "Analyze primary and secondary ... to explain...."
 - 9-12.Civ. 29. There is an unneeded apostrophe in the sentence "...it's" should be "its"
 - 9-12.NMH.47 and 48 are one continued performance standard. It should read. Demonstrate historical causation by using multiple perspectives to conduct historical an analysis of the Civil Rights era in New Mexico

Area of Concern: Lack of Cross Content Connections

After review, there are many cross-content connections, specifically those tied to English Language Arts (ELA)/Literacy standards that are excluded from the drafted standards. Within the C3 framework on page 20 in Tables 3 & 4 they clearly show the alignment and critical nature of ELA/Literacy standards within social studies; this is lacking in the new draft NM Social Studies Standards document.

Solution:

- Any standard or concept in which it supports, strengthens or enhances an already drafted standard from New Mexico Common Core State Standards (NMCCSS) should be referenced for cross content connections.
 For example: The Inquiry Arc (Dimensions 1, 3 & 4) have a direct correlation to Common Core State Standards for ELA; however, the English Language Arts are never referenced in the new draft social studies standards.

In closing, I thank the New Mexico Public Education Department for encouraging public comment. It is my hope the suggestions submitted by Team Farmington are found to have merit and, as such, included in the new draft Social Studies Standards.

Respectfully,



Eugene J. Schmidt, PhD
 Superintendent
 Farmington Municipal Schools

[EXTERNAL] Public comments on 6.29.11 NMAC (social studies)

Rios Fernandez <ammasrios@gmail.com>

Fri 11/12/2021 1:27 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello all,

Thank you for receiving public feedback on a very critical and relevant topic within public education. I am in full support and am pleased by the revisions made to the social studies standards.

My name is Rios Fernández and I'm a graduate from a New Mexico public school. I am a third year junior at UNM double majoring in psychology and Chicano/Chicana studies. My sister current attends Albuquerque High School. So decision-making on public education policies are still very relevant to my life and family.

I am in full support of the revisions (updates) being made to the social studies standards. I will refer to the changes in social studies (SS) standards as updates because as it stands New Mexico teaches social studies from a one-sided Eurocentric perspective. Having a more international and representative version of these standards is not just critical, but vital to student success.

As a minority majority state with high populations of Hispanic/Latinx/Chicanx, Native American, Vietnamese, ESL, and newcomer students this is even more so the case. You will see during this meeting that these important updates to SS standards will be scapegoated as "CRT". Teaching social studies with a culturally relevant emphasis furthers a pedagogy that provides student agency and success. This is needed in a state which often ranks extremely low in education outcomes.

As it stands these aforementioned student groups (Latinx, Native...) do not currently have much or any curriculum that reflects their history or culture. I have personal experience of this as a Chicano identifying person who got taught minuscule amounts of my history in school. For many students this may be one of the few educational opportunities to learn about the history and culture of others. Having a one-sided view of social studies also erases important historical achievements and figures. As a collective, we need to have integrity and relevance in SS standard. The updates clearly reflect that.

Updating curriculum to be more inclusive and successful for all is not just "teaching about racism". Which is another argument you may hear today. Teaching racism through a historical lens is just how social studies should be taught. It's what taught me how Claudette Colvin was actually the first Black women to refuse giving up her seat on a bus. Most people do not know who Claudette Colvin even is. These are the topics students should learn about in SS. Excluding them is part of this cultural and educational erasure that these extremists want. Similar topics in the SS updates are covered through 'multi-identity interactions' and

'Inequality & Justice in the US' for example. When I think of multi-identity interactions I think of the collaborative efforts between Mexican/Chicano and Filipino farm workers during the United Farm Worker's Grape Strike. This was an event where commonalities in identity allowed for great social movement. Students need content that is relevant to them!

All of this historical and social studies related content I mentioned has NOTHING to do with CRT, but has everything to do with teaching the most expansive, holistic, and accurate version of social studies. CRT uses the lenses of race and law to challenge current views of institutional & societal prejudices. CRT then analyzes these prejudices using an intersectional model. This is NOT THE SAME as teaching an accurate and representative version of social studies.

Once again, I am in full support of the revisions being made to the Social Studies Curriculum. Thank you for all your time and energy.

Rios Fernández

[EXTERNAL] public comment on proposed standards

Patricia I. <patricia.pearce@gmail.com>

Fri 11/12/2021 1:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Patricia Pearce. I am a resident of New Mexico and I support the proposed Standards.

I grew up in Wyoming, which shares some characteristics and history with New Mexico, but the rich and varied history of this state continues to impress me. Students should absolutely have the opportunity to learn about that history, including the included ethnic and cultural contents.

I want to thank the many, many teachers from around the state who spent countless hours carefully developing these Standards. Thank you, also, to the New Mexico Public Education Department for their hard work on these new standards that are good for New Mexico and long overdue.

Thank you.

[EXTERNAL] CRT

Melody Martin <mellyanne07@yahoo.com>

Fri 11/12/2021 1:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello! My name is Melody Burrus and I am a stay at home mom to 4 children in Albuquerque, New Mexico. I use to send my children to an APS school and we all were very happy with that decision. However, this past year I pulled my children out of APS to now homeschool them. I was forced to make that decision because so much is being put into the APS lesson plans that parents are unaware of, and school is now becoming a place to indoctrinate children with the left wing agenda.

School is a place to learn mathematic facts, learn to read and write, explore science concepts, learn about the true facts of American history, and enjoy socialization and being a child. School is not a place to cause a divide between them and their peers based off of the color of their skin and blame one group for the issues that have arose in American society based off of their skin color. Those are opinions and not facts. Please keep to facts when teaching students and do not instill a disdain for their country in these innocent children. Do not cause division and please keep the politics out of the school room.

More and more parents are realizing that schools do not care about how they feel about what is being taught to their children. This email is letting you know that we do care. We want to know all that is being taught to our children and more and more families are pulling their children out of schools to homeschool them because we have had enough. APS has enough issues educationally. Please stick to increasing children's reading abilities, writing abilities, social skills, mental health, and their love of school. Otherwise, there might not be any students left to indoctrinate.

Sincerely,
Melody Burrus

[Sent from Yahoo Mail on Android](#)

[EXTERNAL] Remove CRT in Social Studies Curriculum

Ant Thornton <AntThornton@thenextlg.com>

Fri 11/12/2021 1:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Critical Race Theory is based on the thesis that the United States of America is systemically racist. In order for a theory to meet the requirements of science, all empirical evidence must validate the theory. A single case of evidence that presents itself that defies the theory actually debunks the entire premise.

How is it that Asians in the U.S. have flourished, and in many cases, overtaken whites in terms of level of education and socio-economic status? CRT says they have been oppressed and are victims (World War II internment camps in the U.S. for instance). However, they succeed, nonetheless. Why? It has more to do with culture. Asian Americans study twice as many hours as the average American today. They have strong two parent family structures. They put a strong value on education and hard work, and they believe in a meritocracy... that hard work is rewarded. They have proven that the American Dream is available to anyone with the proper motivation, incentives, and appeal to excellence. CRT and the social and emotional teachings in the social studies curriculum being advocated by PED should be removed. It encourages animosity and division based on immutable characteristics such as skin color and racial differences... the complete opposite of the American ethos.

Given that only 30% of students in NM are reading at grade level and that only 20% of them are capable of performing math at grade level, maybe we should focus our efforts on the basics (civics, reading, arithmetic, and writing). I do NOT support this new social studies curriculum and request that PED revamp this curriculum immediately.



LEADERSHIP DEFENDING LIBERTY

Candidate for Lt. Governor of New Mexico
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[EXTERNAL] Comments on draft NM Social Studies Standards

wrwadt@aol.com <wrwadt@aol.com>

Fri 11/12/2021 1:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for seeking public input on the draft New Mexico Social Studies Standards. My background is in science, management, and systems-based continuous improvement, which I have been applying over the past 25-years to help improve the public education system in NM. Learning standards are a key element in that system, so using an inclusive process to improve those standards on a regular basis is very important.

The guiding principles are excellent, especially the following one:

Empowering students to develop pride in his/her/their identity, history, culture, region by incorporating a community-based approach while preparing students to be a part of a global environment.

This guiding principle, which is inclusive of ALL students, provides the foundation for constructive individual and collective exploration. It enables the previous guiding principle on developing a multi-faceted perspective on history and the final guiding principle on becoming a critical thinker, namely, someone who can think for themselves and become an active and constructive participant in our democratic system, which is captured in the second guiding principle.

As a scientist, I really like the inquiry standards which are so important for students, who are immersed in a turbulent sea of information, to learn how to assess which sources of information are reliable, which ones are not, and which ones are intentionally designed to mislead and/or indoctrinate. Research has shown that inquiry-based pedagogy is a more effective way to engage students and keep them engaged. The anchor inquiry standards reflect the same epistemological approach as the scientific method which underpins the Next Generation Science Standards, that were adopted by NM 4 years ago.

My sense is that the focus on civics has diminished since I was in school over 55 years ago. Robust standards and curriculum in civics are essential to prepare students for active participation in a vibrant representative democracy. Therefore, I applaud the focus of the draft standards on civics, which appear thorough and appropriate. It is essential that students graduate understanding the roles of the three branches of state and federal government as well as the intended checks and balances among them. The current lack of knowledge among our citizens is both sad and dangerous for the continued positive evolution of our country.

I liked the sequence of the Ethnic, Cultural, and Identity Studies anchor standards from diversity and identity to identity in history to community equity building. This sequence is certainly consistent with the inclusive guiding principles related to identity.

I have read that many parents and others are concerned that these standards are requiring that critical race theory, which is a topic for discussion in institutions of higher education, especially law schools, be taught in our K-12 public schools. Therefore, I searched the draft standards for the words "critical race theory" and did not find them. I also searched for the word "race" which appears 5 times including its use in "arms race." The word "racism" appears once.

The concept of race is a social construction, which has had a significant impact on the history of this country and the lives of its people. The omission of race in the standards would create a major gap and distortion in any teaching of our history, economy, and system of government. Its appearance in the standards seem appropriate based on my review of them.

I am proud to be an American citizen. I am stirred by our history and form of government. Some of our past actions are inspiring and engender a sense that we have made life better for many. Some of our past actions sadden me greatly and engender a sense that we can and must do more to create a system in which everyone can as the slogan for the Army says, "Be all you can be." When I reviewed the draft standards, I saw what to me was a good mix of the inspiring, the saddening, and the need and opportunity to improve. For me, the draft standards embrace the sentiment in the Preamble of the Constitution, namely, "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, so ordain and establish this Constitution for the United States of America." The draft standards provide a sound context of learning for ALL students to embark on their individual and collective efforts to form a more perfect Union for everyone.

My one general concern is whether the standards represent so much content that it cannot be covered without shortchanging the inquiry standards. The latter are essential to develop the critical thinking skills including the skills to assess the sea of information and its sources. To me helping students develop those critical thinking skills as well as a sense of curiosity should take priority over content when push comes to shove. With our modern information and communication systems, curious, critical thinking students will be able to fill gaps in content after they graduate. However, content-stuffed students who are not curious or able to think critically for themselves are more likely to disengage from our system of representative democracy and will be more vulnerable to purveyors of misinformation and disinformation.

My next comment is a pet peeve. I recommend using "affected" instead of "impacted" (used 13 times). For me, using impact as a verb is appropriate when talking about an object impacting or impinging on

another. I know "impacted" has come to mean "significantly affected," but it is often used for a sense of importance instead of clarity.

Given the impact of the Manhattan Project on the history of NM, the US, and the world, I would recommend recasting standard 9-12.NMH.38 to something like: "Describe why Los Alamos was chosen as a key site in the Manhattan Project and its impact on NM, the US, and the world"

In standard 9-12.NMH.44 I recommend using the word "identify" instead of "uncover," which to me has a pejorative tone and is not used elsewhere in the standards, while "identify" is used frequently.

I really like the High School World History standards, which capture the essence of what I hope students learn how to do. If they do, then NM and the Nation will become a better place to live.

The high school Ethnic, Cultural and Identity Studies standards are extremely important and will be challenging to meet. The first standard 9-12.ECI.13 is key:

Recognize and value my group identities without perceiving or treating others as inferior.

Meeting this standard is essential to create a foundation of mutual respect and comfort among a diverse set of students. Creating a climate of mutual respect is the key to identifying and overcoming problems where dominance of one group has turned differences into inequity. The subsequent standards 9-12.ECI.14 through 9-12.ECI.22 provide a good roadmap for the process of building greater equity and providing students the tools to move us toward a more perfect Union that values and unlocks the talents of all of its people and their cultures to handle the challenges of the future.

Yours sincerely,

Bill Wadt

Los Alamos

[EXTERNAL] New Mexico's social studies standards

Rita Martinez <rita@aidainc.net>

Fri 11/12/2021 1:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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More focus needs to be on the contributions to the development of civilizations from Indigenous peoples worldwide. The contributions include governance, economics, technology, medicines, food, social norms, values, etc. The curriculum should be from a strength-based orientation, rather than painting Indigenous people and their contributions to history from a deficit, conquered, or colonized lens.

Tribal governance also needs to be taught. So many non-Indians have no idea how tribes are structured or what jurisdictional authority tribes have over their people and lands. Tribal governance relates directly to the provisions in the U.S. constitution. It is an essential civics lesson that would eliminate the stereotypes that Native people have to deal with because of the lack of knowledge and understanding by non-Indians.

The inclusion of tribal governance could easily be tailored to each grade level and built upon as students move through elementary, middle school to high school.

Thanks,

Rita Martinez

[EXTERNAL] 6.29.11 NMAC, Social Studies Comment

Rosanna Ford <rosannaford12@gmail.com>

Fri 11/12/2021 1:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Rosanna Ford, I live in Los Lunas. I am a graduate of Los Lunas High School and have a Bachelors in Sociology from UNM. I have a 15 yr old son that attends Los Lunas High School.

I would like to start out by stating that I am not opposed to teaching children about the events in history that have not always been taught in New Mexico schools such as the Indian Boarding Schools, Chinese Exclusion Act, or the Bracero Program. As well as adding more recent events such as 9/11. However, the framework that has been presented does much more than adding additional history or events to the curriculum. It is important for children to learn about history, the events, attitudes, causes, motivations, etc. All topics should be brought up within the context of what was happening in the state, country, or world at the time and without the standards leading toward controversial conclusions. For Example: Standard 8.12 states "Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally." This is a highly controversial opinion. Another example: Standard 5.12 "Describe how inequality in the United States laid the foundation for conflict that continues today." When it comes to these highly controversial conclusions, these are conversations that a parent should be having with their child, so the discussion can include their family background, religious background, and the morals and norms of society at the time and today.

This leads me to my next complaint about the new standards. The added Inquiry Anchor Standard is inappropriate to start at the kindergarten level. Students at this young of an age are unable to form informed/constructive responses to complex local, regional, or global problems. It would be ok to analyze a problem within the classroom such as why the cafeteria doesn't serve candy, so the students gain an understanding that there may be various solutions to a problem with different outcomes depending on the solution.

On the other end, Standard 9-12.US.133 which states "Analyze the current state and health of American democracy and create an action plan to protect American democracy" If highly educated leaders and policy makers throughout the country cannot create a plan to protect American democracy how is a high school student going to be able to.

Thomas Sowell gives a good analogy in his book Inside American Education for this.

"To teach issues instead of intellectual principles to school children is like teaching calculus to people who have not yet learned arithmetic, or surgery to people lacking the rudiments of anatomy or hygiene. Worse, it is teaching them to go ahead and perform surgery, without worrying about boring details."

Also, within the Inquiry Anchor Standard for first grade: Standard 1.3 "Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion." At 6 or 7 years old the majority of a child's "sources" are authority figures (parents, teachers). The only reason I can imagine you would want the child to decide if their parent is being factual would be to undermine the authority of the parent. Therefore again, this is something that should be taught more by the parent than the school.

It has been a recurring comment among my son's teachers that they have to go through the standards too quickly because there are too many to get to within the school year. Adding extra standards that should be taught by parents is bogging down the teachers making it harder for them to concentrate long enough on important topics. And with where New Mexico schools rank in the US, the quality of their learning is more important than trying to exclude parents from the development of our children.

[EXTERNAL] Public Comment To Proposed Social Studies Changes

Justin Boatright <justacowman@gmail.com>

Fri 11/12/2021 1:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Justin Boatright's

Public Comment for Proposed Changes

To New Mexico Public Education

Specifically Social Studies

From the New Mexico education website this is the quote of their goal I quote "The goal of the updating **New Mexico's Social Studies Standards** is to ensure that all of our students see themselves reflected in the classroom, that our learning environments are culturally and linguistically responsive, and that the rich backgrounds and perspectives of all New Mexicans come alive in the classroom." My first comment is this goal sounds great but how does teaching students about police brutality fit into this goal. You say that the Twin Tower event on September 11 needs to be added. Is the history your teaching going to reflect how police, paramedic, and firefighters were deemed heroes during this time, and now for some unknown reason these heroes are going to be portrayed as being brutal? It seems as in all of this content proposed for change is one sided and political. Take for instance teaching the rise of conservatism in America and not teaching the rise of communism or socialism. Or teaching how capitalism creates free market and lets individuals own things outright or how socialism is controlled by one central power who delegates all. Where is the semester on the U.S. Constitution the supreme law of this land? How it supersedes any law set forth afterward. Why its importance of keeping federal government small and giving more authority to the individual sovereign states. How does teaching children about the Consequences of gun violence go towards your initial goal, it doesn't period. This is more of a left wing agenda teaching. Where's that category that explains why our founding fathers put the second amendment into our constitution. Where is the positivity behind firearms I mean without them New Mexico might have never become a state. The indigenous people would have had a greater chance of victory if guns weren't used in battle. It's not our place to teach whether these historical events that shaped the future America are morally right or not; that's for the individual student to conclude^[1] on their own. Such as the curriculum that is suggested for 7th graders on the inequality and injustices in the United States page 39. This subject just teaches students something that is totally false. All Americans have the same opportunity to make something of themselves. By teaching this divisive thinking of injustice and dividing people by teaching that there's inequality in the United States is only going to put students in I'm a victim mentality. Victim mentality makes individuals think they are owed something when that's not the case. Every young New Mexican she be taught how privileged each one of them is by just being an American. They get to enjoy freedoms that most children in the world don't. Our country is the greatest Nation on Earth and any negative content about this country needs to be scrubbed from this proposal. We should be building our country up and making young citizens that are proud and aware of what this country stands for freedom and the right to choose for yourself what you want to worship, where you work, or making your own health decisions. There is no room in public school curriculum for these leftist ideals on guns and inequality. These changes in the proposal are propaganda disguised as real subjects to brainwash a younger generation into thinking a certain way. This is wrong and should not be allowed to be changed. Most ideals don't actually even scratch on the initial goals set forth about inclusion and making New Mexican students come alive in the classroom. Culture is fine to teach about as long as it doesn't sow division.

Please consider the Negativity you Sow

[\[1\]](#)

[EXTERNAL] Social Studies Curriculum

SM Ramos <smrcmd@hotmail.com>

Fri 11/12/2021 1:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello, members of the Public Education Department.

I am writing as a mother, grandmother and citizen of NM in support of the proposed rule changes for the Social Studies curriculum.

Additionally, I want to second the proposal made today during the hearing by Mr. Abenicio Baldonado. I agree that having a curriculum that includes Financial Literacy throughout the K to 12 years is essential. As someone who grew up in a home where money (except for its lack) was not discussed, I know the difficulties faced trying to maneuver one's finances as an adult in our world. Please add this missing piece to the excellent changes you are proposing.

Thank you for your attention.

Sylvia M. Ramos

Sylvia M. Ramos, M.D., M.S., F.A.C.S.

P.O. Box 7398

Albuquerque NM 87194

505 401-0601

"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." - Equal Rights Amendment (ERA), written by Alice Paul in 1923 and ratified by Virginia, the 38th state needed for it to become the 28th amendment to the US Constitution, in 2020.

[EXTERNAL] Written Comment 6.29.11 NMAC, Social Studies

Michael Dabrieo <michael@lanlfoundation.org>

Fri 11/12/2021 1:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Jenny Parks <Jenny@lanlfoundation.org>

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Greetings,

Please find written public comment attached regarding 6.29.11 NMAC, Social Studies from the Los Alamos National Laboratory Foundation (LANLF). We appreciate the hard work completed, and hope to partner as the NMPED moves to implementation. Please confirm receipt of this message.

Respectfully,

Mike Dabrieo (*he, him, his*)
Education Enrichment Director
Los Alamos National Laboratory Foundation
1112 Plaza del Norte
Española, NM 87532
Office: 505-753.8890 ext. 141
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DATE: 11/12/2021
TO: New Mexico Public Education Secretary Kurt Steinhaus
FROM: Jenny Parks, LANL Foundation President and Chief Executive Officer
RE: New Mexico Social Studies Standards, Public Comment

Secretary Steinhaus,

The Los Alamos National Laboratory Foundation (LANLF) thanks you for the opportunity to provide public comment and recommendations on the draft New Mexico Social Studies Standards. LANLF's mission is to support public education, learning, and community development in a region that includes 18 tribal nations and seven counties; Los Alamos, Mora, Rio Arriba, San Miguel, Sandoval, Santa Fe, and Taos. LANLF is committed to the improvement of learning opportunities and support structures for students in Northern New Mexico, including within social studies.

We appreciate the New Mexico Public Education Department (NMPED) and the work they have done to revise the state's social studies standards, reflecting changes in educational approaches and 21st Century Learning best practices to ensure all students in New Mexico are college, career, and civic ready. The LANLF firmly believes that strong Social Studies standards are vital to the students in our state thriving. LANLF fully supports the proposed draft standards, and see them as an important step in shifting educational narratives in New Mexico to be more inclusive and to begin addressing the gaps in our educational ecosystem as identified in *Martinez-Yazzie*. We applaud including Ethnic, Cultural, and Identity studies as a content area which includes Diversity and Identity, Identity in History, and Community Equity Building as anchor standards. We also deeply appreciate looking to our best resource – our teachers – to assist in the development of these standards.

While an excellent first step, we hope the NMPED will go further in its work to refine these standards in preparation for implementation. The LANLF respectfully submits the following recommendations for consideration:

- 1. Include a Developmental Framework and Social Studies Practice Standards:** The draft standards need a Developmental Framework and an articulation of Social Studies Practice Standards. We recommend developing a content sequence similar to Massachusetts' History and Social Science framework, but adapted for New Mexico's needs. (<https://www.doe.mass.edu/frameworks/hss/2018-12.pdf>). The completed framework should provide guidance to educators to why students engage in learning social studies, how that fits with other learning expectations, and a recommended

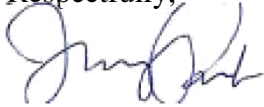
approach for how educators support students across all grade bands. Furthermore, while inquiry is included as a content area within the standards, it should instead be included as a pedagogical approach in how teachers support students to develop understanding of the listed content areas, how the past affects them, and their role in shaping the future. Inquiry is not a separate area of learning, but a lens with which educators can approach all learning opportunities in their classrooms, and social studies is an area ripe for inquiry-based approaches to flourish.

- 2. Align Social Studies Standards to other existing standards:** The proposed standards need to be aligned with the Common Core State Standards (CCSS) in Math and English Language Arts and the New Mexico STEMReady! Standards. The New York State Social Studies Standards offer an example of this, aligning the Social Studies expectations with CCSS standards in Reading, Writing, and Listening and Speaking. This alignment will allow principals and teachers to critically assess how they can incorporate New Mexico Social Studies Standards across curricula and classrooms, encouraging collaboration between grade levels and subject areas.
- 3. Leverage the SEL Framework:** This alignment extends beyond academic standards and should include the developing NMPED Social Emotional Learning (SEL) Framework. For example, kindergarten standard K.22 within Social Identity asks students to communicate a positive self-view which is deepened through third grade, asking students to describe a positive self-view while not demeaning others. This effort to support students in maintaining a positive self-view cannot happen only in social studies class, and should not stop after early elementary school. The Social Identity content area is a great opportunity for understanding of personal, family, and community identity to be continuous throughout a students' educational career in New Mexico, from kindergarten through graduation. We recommend delving into topics such as this more consistently, and aligning it with the SEL Framework for schools to have an aligned objective in supporting youth as they navigate their identity, in and out of social studies classes.
- 4. Indigenous perspectives should be more prevalent:** Our state standards should help New Mexico's youth develop an asset based perspective of what it means to be from New Mexico and how that positively contributes to a global society. The proposed standards improve upon the previous standards in regards to including indigenous perspectives, but still can go deeper. For example, there are currently standards that guide students to explore tribal sovereignty, but they start in 7th grade. This topic can be introduced as a developmentally appropriate standard as early as kindergarten. It is important for students to understand the different dynamics of governments that affect them, including tribal, state, county, and city, even at a young age. In addition, as these standards develop through a student's educational experience, they need to consistently affirm and honor the recognition of sovereign nations, offering tribal nation lenses of history and allowing students to personally explore those perspectives.
- 5. Social Studies must be made a priority:** These standards could become a valuable foundation for learning across all subject areas. For this to become a reality, school boards, district leaders, principals, and teachers all need to have the time, resources, and professional learning to do this work deeply and effectively. As teachers develop

learning plans for students after a year of remote learning, contend with accelerated learning objectives, and balance priorities, the NMPED must create support systems and make funding allocations that show social studies is a priority within a student's learning experience in New Mexico.

We again extend our gratitude to the hard work the NMPED staff and teachers put into the development of the proposed standards. The LANLF is here as a partner, and hopes to collaborate with you and your staff in the coming months to help refine these standards. We hope these recommendations will assist in the implementation of social studies standards in New Mexico that are culturally responsive, rigorous, and support the leaders of the future.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Jenny Parks', written over a light blue rectangular background.

Jenny Parks
President and CEO
Los Alamos National Laboratory Foundation

[EXTERNAL] CRT

WALTER BARNES <aandw3@comcast.net>

Fri 11/12/2021 1:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern, that's all of us,

CRT is a figment of someone's imagination having no historical basis in fact and should not be incorporated into any curriculum in New Mexico schools. In fact, it ranks right up there with the writings of Lenin and Alinsky which are socialist manure. CRT is nothing but an attempt to divide the masses in accordance with the Communist Manifesto.

It is my hope that CRT will be seen for the evil it truly is and not included in any curriculum within New Mexico.

Sincerely,

Walter E. Barnes III

I

[EXTERNAL] School Social Studies

Hobbit Merritt <hobbit.merritt@gmail.com>

Fri 11/12/2021 1:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am proud to live in a culturally diverse state and the home (both current and ancestrally) of Native American Indians AND those of Spanish heritage.

I oppose any attempts to "white-wash" the teaching of social studies that does not realistically depict both the current conditions and those of the past for these major ethnic groups. As a white woman and a recent transplant to this lovely state, I cherish the opportunity to learn more about these ethnicities. Why on Earth would we deny that to our children?

Truth should be our guide when it comes to teaching children how the world works. Life is not full of cherries, nor is it full of tragedy. Both co-exist in the world we all live in. Let's honor our past and allow our future (children) to learn all they can about being human.

History is where we came from. The future offers a possibility to learn from the lessons of the past. Let's not deny our children the opportunity to learn from the past.

Thank you,
Nancy Merritt
Rio Rancho

[EXTERNAL] Proposed Social Studies Update Curriculum is biased toward progressive agenda

Doris Buckman <dorisbuckman@aol.com>

Fri 11/12/2021 1:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To:

PED Policy Director:

I am a private citizen and grandmother, who is interested in the content and pedagogy of the social studies curriculum in my grandchildren's classroom. It is important that there is no bias toward the progressive and activist agenda. I do NOT want my grandchildren to perceive me as an oppressor nor in any way someone who, because of having white skin, is racist.

I think that PED is trying to rush these standards through without giving parents and citizens enough time to critique the curriculum. These are critical times and need to be held and identified as such.

Sincerely,

Doris Buckman

505440-3795

Sent from my iPad

[EXTERNAL] Revised Social Studies standards

Dulcinea Lara <dulcinea@nmsu.edu>

Fri 11/12/2021 1:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear New Mexico Public Education Department,

I am writing as the mother of a 4th grader in the Las Cruces Public Schools, a Professor of Borderlands and Ethnic Studies at New Mexico State University, and a member of the advisory council formed last year by the NMPED to revise and update the social studies standards.

As a lifelong Nuevomexicana, I am proud of the New Mexico PED and state leadership for taking the overdue steps to update our social studies curriculum. Today there are more experts, scholars, content materials, and cultural knowledge sets at our disposal in order to revise the current standards that are not inclusive of multiple voices, perspectives, and lived realities.

My perspective is that people who oppose the new standards are comfortable offering our NM youth an incomplete toolkit. The new standards are just that-- a more complete toolkit. It is imperative that we revise and update our toolkit-- I applaud the educators across the state who worked on the standards.

I am part of a collective of NMSU faculty in Ethnic Studies and Education currently working with K-12 educators from all of southern New Mexico to write new history lessons from old knowledge-- knowledge that is multilingual, multicultural, and multigenerational. Infusing these typically omitted perspectives and worldviews into the curriculum will only enhance the educational experiences for all students-- not just students of color or those from low socio-economic backgrounds.

As a scholar with a Ph.D. in Comparative Ethnic Studies, I can attest that there is vast research that points to increased academic success and personal enjoyment experienced by all students and teachers who take Ethnic Studies classes. Students who take classes in Ethnic Studies see increases in attendance, Grade Point Average, standardized test scores, and graduation rates. The time is now to try something new! We have been living with and enduring a model of education that is assimilationist in its history and purpose. If anything, let's at least try a new, updated model. If we do not see the increases in success and enjoyment in the coming years, we can revise and take a new path. For now, I am urging us to take steps to implement the new standards immediately. The NMPED needs to actively ensure that school districts who are resistant to implement these new standards do so. While there are some communities and cities that support these changes, there are many that do not.

California just passed an Ethnic Studies requirement for all graduating high schoolers. This is the way that the nation is moving. New Mexico is part of the important social trend toward offering a more inclusive curriculum.

Thank you for listening,

Dulcinea Lara

Dulcinea M. Lara, Ph.D.

Professor

Director of Borderlands & Ethnic Studies (BEST)

New Mexico State University

dulcinea@nmsu.edu

(575) 646.3649

[EXTERNAL] Updated Social Studies Standards

Melanie Lewis <sunnymel42@yahoo.com>

Fri 11/12/2021 1:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am an APS parent, an APS employee, and a US citizen. I have reviewed the new Social Studies standards and am very excited and impressed by them. I strongly support implementing these standards. Thank you to all those involved in this important and needed work.

Sincerely,

Melanie Lewis
931 11th Street NW
Albuquerque, NM

[EXTERNAL] proposed repeal of 6.29.11 NMAC, Social Studies

Joe Klesert <joe.klesert@gmail.com>

Fri 11/12/2021 1:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

My name is Joe Klesert, and I'm a resident of Albuquerque. I'm writing to voice my support of the repeal and replacement of our social studies and history curricula. I believe we must provide more inclusive curricula, which are less Eurocentric, and more responsive to the myriad cultural influences we enjoy in New Mexico.

Thank you.

-Joe

[EXTERNAL] New Standards for Social Studies

Brady, Debra <debrabrady@lovingtonschools.net>

Fri 11/12/2021 1:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Committee:

The standards for HS Economics and Civics does not coincide with New Mexico's student achievement level. Our students are extremely below those expectations. It could be attainable if students were held accountable for their education.

Standards for Rise of Conservatism: 9-12 US 129 and 9-12.US 130 not appropriate for this curriculum, we live in a bible belt we will have many parents protesting these standards, due to Christain beliefs. US in a Global Age 2008-present 9-12 US 132, 133 ...136 Also not appropriate if you are not going to focus on reasoning behind media, political party, and elite classes influence on these global issues and political concerns.

US in a Global Age, 2008-present: 137, 138, 139, 140, 141 again, the truth is dictated by the media, political parties, and elite classes, where will the curriculum being taught obtain its information/resources?

Debra Brady
New Hope High School
Lovington New Mexico

[EXTERNAL] Comments on the Proposed Social Studies Content Standards

Doug Ghormley <dpghorm@gmail.com>

Fri 11/12/2021 1:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see the attached memo containing my comments on the propose social studies content standards.

Thank you,
Dr. Douglas Ghormley

To: New Mexico Public Education Department
From: Dr. Douglas Ghormley, parent of three
Date: 12 Nov 2021
Subject: Response to the Proposed Social Studies Standards

Imagine a world in which prejudice, racism, sexism and the like are things of the past. We acknowledge the evil of the past as a warning sign to not repeat those same mistakes, to be better, to move forward.

Do these proposed standards move us forward, helping us progress toward a better society? Or do these standards instead represent a regression, moving back toward a world where people judged each other by the color of their skin?

To me, these proposed standards jerk society back into the darkness of the past, encouraging the same kind of I-can-judge-you-by-the-color-of-your-skin thinking that led to the horrors of slavery and all kinds of repression.

The great seal of the United States sports the phrase "*E pluribus unum*" – out of many, one. This nation was founded on the idea that diverse people groups would come together in the common cause of freedom, liberty, and a chance at a better life. More than 99% of people living in the United States claim some immigrant blood. "*E pluribus unum*" speaks to our shared identity as a people. This concept is inexplicably absent from the proposed standards. So are the concepts of the "melting pot", the "American dream", and more. The term "liberty" does not occur once; the term "freedom" occurs only twice. However, the term "identity" occurs 109 times. If a student were to be educated with these proposed new standards, that student would be unable to answer the very simple question of *why are so many immigrants so eager to come here?*

At its founding, the United States was based on a radical idea, different from any other country on the face of the earth at the time. Since that founding, that idea has taken over most of the world, and has led to modern, enlightened concepts of self, identity, society, and freedom. What is that idea? Students educated according to these content standards will never know.

According to the US News Education Rankings, New Mexico currently ranks dead last¹. Many might be quick to say that this is because we are a poor state. This is a convenient excuse. According to the Education Data Initiative², New Mexico is 38th in the nation in funding for K-12 education. That is, we have more funding than roughly a quarter of the other states in the nation, and we still come in last. *The way we do education in New Mexico is our problem*. These proposed standards represent precisely the type of thinking that keeps us dead last in education in the United States.

Anyone interested in primarily in the well-being and well-rounded education of New Mexico's students and future citizens will reject these standards. Please enable New Mexico to truly progress as a society, embracing values that will heal, not exacerbate the evils of the past, and certainly not standards that return us to the heart of racist thinking.

Thank you for consideration.

¹ <https://www.usnews.com/news/best-states/rankings/education>

² Hanson, Melanie. "U.S. Public Education Spending Statistics" EducationData.org, August 2, 2021, <https://educationdata.org/public-education-spending-statistics>

[EXTERNAL] New Mexico Public Education Department - Public Comment 11/12/2021

New Mexico Black Voters Collaborative 2020 <nmbvc2020@gmail.com>

Fri 11/12/2021 2:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My name is Mason Graham, project lead and policy analyst for the New Mexico Black Voters Collaborative.

I am here to express our support for the proposed draft standards New Mexico Public Education Department Social Studies Standards and give commentary on how the exclusion of race, race relations, systemic oppression, and civil rights in U.S. history can be extremely dangerous for Black/African-Americans and other students of color or students of marginalized groups.

Comments that you may hear/have heard today are in direct opposition to the teachings of Critical Race Theory. However, when I reviewed the proposed social studies standards created by the PED I did not see a curriculum outlined that specifically teaches our students about Critical Race Theory but rather a standard that simply covers the basics of the racial and marginalized history of America.

The movement to repeal the current proposed social studies standards based on the concern that there is a bias toward racial, progressive, and/or liberal themes is a political strategy that works to uphold a standard of whiteness and ignorance in the accurate telling of American history. Our students deserve to have a curriculum that is reflective of their racial, ethnic, and gender backgrounds and should be provided the information and history of how the experiences of Black/African American, Indigenous, People of Color, Women, and LGBTQIA groups have been marginalized throughout the course of our history. This is not indoctrination, this is inclusivity. The movement to dilute, erase or retell the history of discrimination in this country is a powerful example of why we need a social studies curriculum that explores the systemic oppression of marginalized groups. Our children and our students deserve to be taught accurate history in order to become Americans who understand the injustices of our past. We hope this will lead to correcting any future injustices through education, action, and participation in a way that will address systemic racism and prejudice.

I understand how many may feel that a curriculum that exposes the history of racism in America can feel as though a finger is being pointed towards those who are white and currently benefit from a system that upholds eurocentric values in institutions. You must also understand that those beliefs that make you feel targeted for being white when discussing America's racial history are the same beliefs that continue to give justification to the exclusion of BIPOC groups in nearly every facet of American society including but not limited to education, the workplace, the justice system, government, and the economy - all of which have been impacted by the legacy of slavery, segregation, and marginalization in America.

As of now, 21 states have begun to introduce bills that attempt to restrict the teaching of how race is discussed inside the classroom--all of these bills give a vague and undefined standard of what is adequate for the teaching of racial history to our students. The proposed social studies standards discuss a history that does not shy away from teaching the difficult past of America and is representative

of what our students deserve to be taught in order to have a complete and accurate understanding of our country's implicit and complicit biases. These standards do not cover critical race theory in-depth but more so represent a theory of change that history is not defined through a monolithic point of view that excludes people of color and centers whiteness as it has done throughout the course of social studies teachings in the education system. New Mexico is one of the most multiculturally diverse states in the country, with over 50% of our citizens belonging to one or multiple ethnic groups. Our students deserve to have a social studies curriculum that fully encapsulates that diversity and explains how race, systemic racism, and bias have been contributing factors to the making of America.

In order to be successful in teaching our students about the history of our country in issues related to race and oppression, we must separate facts from opinions. We must be aware of the implicit biases that exist by those who oppose a comprehensive social studies standard that includes our racial history. We must also be cognizant of how these teachings will only help our students understand history from all perspectives which may be currently shaping their lived experiences as a person of color in America. There is no downside to telling the truth.

Supported by,

Cathryn McGill
Executive Director

Rodney Bowe
Co-Chair

Marjorie Germain
Co-Chair

Mason Graham
Project Lead and Policy Analyst

[EXTERNAL] Written Comment - Proposed Social Studies Standards

Viridiana Cisneros <viridiana.cisneros@aps.edu>

Fri 11/12/2021 2:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Susana Johnson <sijohnso@nmsu.edu>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

Please find attached a letter on behalf of the Bilingual Multicultural Education Advisory Council (BMEAC) regarding the proposed Social Studies Standards.

Sincerely,

Viridiana Cisneros and Susana-Ibarra Johnson, BMEAC Co-Chairs



BME Advisory Council

November 12, 2021

Bilingual Multicultural Education Advisory Council

Chairs

Dr. Susana Ibarra-Johnson
New Mexico State University

Viridiana Cisneros
Albuquerque Public Schools

Members

Adrian Sandoval
New Mexico Highlands University

Armando Chavez
Deming Public Schools

Dr. Berlinda Begay
Central Consolidated School District

Dawn Salazar
Chama Valley Independent Schools

Geni Flores
Eastern New Mexico University

Maricela Duarte-Stern
Las Cruces Public Schools

Mayra Lucero
Ruidoso Municipal School District

Dr. Suzanne Jacquez-Gorman
Santa Fe Public Schools

To PED Public Comment, Social Studies Standards

The Bilingual Multicultural Education Advisory Council (BMEAC) stands in full support of the proposed new Social Studies Standards for the state of New Mexico public school curriculum. We believe that all cultures and ethnicities should be represented in the curriculum of our public schools and that our collective history is relevant for understanding our world today and our advancement into the future.

Most of us are educators, and we have taught inclusive history in our respective classrooms. We have found that students respect history and social studies when it is truthful and when it accurately represents multiple perspectives. Students of Native American, Latino, and African American heritage gain investment in school when they see themselves represented in the curriculum. Many experience an increased appreciation for school when they learn that their ancestors fought for their right to be in the same school as the dominant culture. Contrary to many concerns expressed by the dominant culture/language majority groups, our experience tells us that the language majority/dominant group students appreciate learning about the struggles of their peers of color through history and into the present, and rather than becoming marginalized, they become empowered to work toward equity, inclusivity, and social justice.

In light of the above, we view the proposed standards as a positive response to the Yazzi/Martínez lawsuit. The proposed standards help to create a more inclusive curriculum to engage underserved populations in New Mexico schools to inspire and engage them in meaningful, relevant, and accurate representations of history to support and promote their learning and completion of coursework at all grade levels.

We are proud to express our full support for the proposed social studies standards, and we look forward to implementing them in our classrooms very soon.

Sincerely,

The Bilingual Multicultural Education Advisory Council

[EXTERNAL] Public Comment

Joni Long <jmlong1135@protonmail.com>

Fri 11/12/2021 2:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To New Mexio Public Education Department,

As parents to three publicly educated children in the state of New Mexico, I am deeply concerned regarding the proposed social studies standards. Yes, I do agree that social studies standards need to be updated, however the updates the PED is suggesting and attempting to implement are dangerous to say the least. We are proud New Mexican's, trying to raise our children to be respectful, independent, honest, hard—working members of society. We raise our children to be proud of who they are and where they come from. We raise our children to not be victims and to always strive to do better. We will not allow you to indoctrinate our children. They will not be taught to believe they are victims or that they are oppressors. They will not have their "identity" molded into what you believe. We raise our children with the values, morals and expectations that are important to our family, not your government.

This new standard is filled with very one sided, divisive language. Language such as social justice, equitable inclusion, power and oppression is used to create division amongst our children, not unity. We recognize acts committed in our past, as a nation, have not always reflected our founding beliefs and principles. However, we continue to this day to learn from the past mistakes. We are parents do not "candy coat" our nation's past with our children. With that being said, we do not need the public education system to continue to suggest otherwise.

Josh and Joni Long

[Jmlong1135@protonmail.com](mailto:jmlong1135@protonmail.com)Sent with [ProtonMail](#) Secure Email.

[EXTERNAL] Support of New Social Studies Standards

Nick Porter <porternick@gmail.com>

Fri 11/12/2021 2:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I am a parent and a teacher who is aware that the New Mexico Social Studies State Standards are being updated to be more justice-oriented. I support this decision and believe in integrating ethnic studies into the curriculum, teaching accurate history that is inclusive of marginalized people, teaching about oppression, and humanizing oppressed people to avoid perpetuating racism and stereotypes. Thank you for working to make history education in New Mexico more just and anti-racist.

Sincerely,

Nicholas Porter

[EXTERNAL] Proposed Social Studies Standards

Rosalie Cuellar-Hatcher <cuellarrosalie@hotmail.com>

Fri 11/12/2021 2:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

I am appalled at the proposed standards regarding Critical Race Theory (CRT) being incorporated into the Social Studies standards by the Public Education Department. CRT is a worldview that seeks to divide our nation into two groups: victims and oppressors. The United States' legal system is one in which people are innocent until proven guilty. CRT promotes the opposite; people are guilty until proven innocent. Also, CRT uses this backwards idea in judging history. Those guilty under CRT are long dead and cannot speak for themselves. Regarding history, we have to judge by the results of the ideas borne from the US Constitution, separation of church and state (meaning government stays out of church), the three branches of government, and the checks and balances in place. Historically, the results have been freedom and liberty not enjoyed in most other countries. Women are able to forge their own road without being dependent on men. People of color have access to education, can start a business, and build a life resulting in prosperity for themselves and their children. CRT promotes prejudice based on skin color. For example, people who look white must be privileged, and people who look black must be oppressed. It creates false groups and the emotions one would feel being told one is either a victim or an oppressor.

CRT promotes the false expectation of equity. Equity as defined by NACE (n.d.), "The term "equity" refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures." Teaching this to children again promotes the idea each person is either a victim or oppressor and is inappropriate in the classroom. Our children must be taught they should expect EQUALITY under the law. Equality under the law already addresses instances in which a person is faced with any type of discrimination. Justice is sought through those means.

The reality of this world is that we all do not start from the same place and some of us must put forth more effort to attain our goals. That is what strengthens a person. US institutions must practice equality by providing the same to all and leaving it up to the individual how much effort will be used in taking advantage of the same tools provided to everyone else. As a person of color, I abhor the idea my children are victims. The truth is, in the US, my children have access to the same opportunities as everyone else, and it is up to them to use those opportunities to build their lives. This is what the children in our country deserve and should expect.

Children must be taught history in its entirety. They must be exposed to the good and ugly parts of history and use critical thinking to learn it without the emotionalism and division the CRT worldview promotes. Stop promoting this farce notion that our children are victims or oppressors. Our children must be taught from history how those before them fought to maintain equality under the law.

Reference

National Association of Colleges and Employers (NACE), (n.d.). Equity. <https://www.naceweb.org/about-us/equity-definition/>

Regards,
Rosalie Cuellar

[EXTERNAL] Comments on the DRAFT NM K-12 Social Studies Standards

Rick Mooday <rmooday@gmail.com>

Fri 11/12/2021 2:13 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lia Brodnax <LiaBrodnax@msn.com>; Teddie Sue Mooday <tstrunning@gmail.com>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please find my comments on this proposed Social Study standards attached. Thank you for your attention to this matter.

Comments on DRAFT-Pre Rule New Mexico Social Study Standards

Rick Mooday

rmooday@gmail.com

Physical address available by request

Thank you for the opportunity to make comments on these standards. I am commenting on the October version contained at the following website

https://webnew.ped.state.nm.us/wp-content/uploads/2021/09/21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt.pdf

A little about myself. I grew up in a small mid-western town, received an outstanding public school education, am a military veteran and have a PhD in Chemical Engineering from a top 5 State School. I am a resident in Los Alamos NM. I am not a teacher or an education professional. My terms may not align with educational standards but I know what a good education is. Our public schools should teach the subjects that are defined for them to the level prescribed, enabling each and every student to apply that knowledge in their life. This curriculum fails to achieve the goals parents and society have for their children.

The faulty foundation of these standards is effectively related on Page 9. Here, without reference, the “guiding principles” underwriting their development is summarized in eight (8) bullets. These principles are wholly seated in progressiveness, post-modernist thinking and Marxist ideologies. These concepts and “guiding principles” are explicitly adopted from Critical Race Theory (CRT – derived according to the earlier Critical Theory - CT) concepts/ideas and are saturated with this horrific ideological movement’s ideas and buzz words.

Some of the “principles” that are derived from and directly related to CRT propaganda have the following characteristics:

- Seeing history through the simple lens of power and oppression, creating victims with permanent grievances.
- Prioritizing history by long-term effects, effectively ignoring real-time practical considerations, constraints and threats
- Minimizing at least, and ignoring at worst, Western/American culture at the expense of other cultures. Western culture, in many ways led by the USA, was the main driver in eliminating slavery from most of the world. Other cultures are glorified above it and at its expense. Hating America is a goal of this curriculum.
- Motivating children to see themselves as members of groups whose main contribution is their “identity group” and “cultural integrity” instead of the “content of their character”. This concept is in direct conflict with our founding which places the individual as the ultimate and most valued member of society.

- Enforcing “pride” in community and global environments while ignoring the very principles that brought and continues to bring much of the world out of oppression and poverty. Ignoring the culture of unity provided through our national founding principles is clear.
- Seeing culture from a “win-lose” negotiation perspective as if culture is a possession that must be jealously guarded instead of seeing it from a “win-win” perspective, as if it is a valuable characteristic that can lift an entire society.
- Infusing the buzzword “critical” into guiding principles with the purpose of conflating the common meaning with their intended ideological meaning (“critical thinking” and “critical historical consciousness” have been adopted to be buzzwords of the current version of this newly minted Marxist thinking)

I see in this document countless areas where hyper-political ideologies are inserted into what is supposed to be a study of social interactions and developments among humans throughout history. This standard is completely inadequate to its purpose. It is clearly intended to indoctrinate all public school students to revisionist history and instill in them a completely faulty, progressive and post-modern worldview. It must be rejected in its current form. A new standard must be developed whose goal is not to indoctrinate children with skewed adult political ideologies.

I cannot dedicate the time required to exhaustively review this document but I will point out several shortcomings that are shocking and destructive enough to support my position that this standard must be rejected and completely reworked if it is to serve our children. They deserve MUCH better than this.

I did a set of simple word searches in the standard. I looked for the words “freedom”, “group” and “identity” in this standard. Here is what I found.

- 1) The word “freedom” appears only twice (2) in this document. One of those uses concerns “...freedoms of the environment.”, whatever that is. The most foundational attribute in steering modern civilized human interactions in history has been relegated to a single reference in this K-12 standard for Social Studies in New Mexico. If these standards are adopted, it is no wonder New Mexico sits dead last in education among American States.
- 2) The words “identity” and “group” appear a total of 185 times. If you do not accept my characterization that this document elevates the importance of the member groups and identities of people above the importance of the individual, search for what is prioritized in this document yourself. The Founders of our country did not confer rights to groups or identity groups, they conferred them to each and every Person. This document eliminates one of the most foundational principles of our nation and replaces it with the same ideas, though rebranded, that socialists and Marxists used in the 20th century to kill over 100 million people.

Further, the CRT propaganda applied to the very young knows no limits. Standard K.25 states

“...the student is able to : Describe their family history, culture, and past to current contributions of people in their main identity groups.”

A kindergartener should not be asked to see themselves or history through the political lens of “their main identity groups”. Five year olds need not be taught cultural perspectives in such a divisive and hyper-political manner. Five years olds should be individuals, with self-worth being a vital component of their education. Teachers should not be forced to teach this crippling perspective. Seeing culture and enjoying the diverseness of it should not be taught via an US vs THEM perspective. These disgusting and activist building ideologies must be stripped out of what is taught to toddlers/elementary students.

Standard 2.28, under “Multi-Identity Interactions” states:

“...the student is able to: Describe ways we are similar and different from people who share identities, and people who do not.”

This standard requests 2nd grade students to create explicitly racist perspectives and encourages them to observe American excellence and merit only through racist and victimization lenses. This racism is a well-known and poorly hidden foundation of CRT. Simply put, their goal is to use racism to get rid of racism (yes, illogical and idiotic). Only a racist can describe a person (WHO THEY DO NOT KNOW) based on their identity or lack of identity. Our very foundation and most morally founded ideologies hold that people are NOT really that different and we all thirst for freedom and rights. The entire story of this country and culture is that stark differences did not hold it back. In fact, our foundations enabled us (as a nation) to lead the world to this better place it is in. America and its western values led the fight to end slavery worldwide. It was the only nation to end slavery with a divisive civil war that almost destroyed it. This standard dedicates an entire theme to “Multi-Identity Interactions” glorifying differences that should be minimized and ignoring the unity that is America. Of course, this plan is to establish the “oppressor and oppressed” power balance theme later.

A series of High School Freshman standards (9-12 US53, 9-12 US87, 9-12 US103 and 9-12 US121) present, as foundational aspects of Social Studies, changing gender roles, gender norms, gender rights, feminism and other movements. These subjects are narrowly presented and glorified without developing or even discussing original and millennia old sex and gender roles and their foundations. The moral questions behind these vital adult issues sexually oriented issues are ignored. Here is evidence of the hyper-sexual activism that has become part of today’s educational system. Pride day events for 5-9 year old children is happening today in New Mexico schools. This continued pushing of inappropriate adult themes and agendas on toddlers and pre-pubescent children is destructive and totally inappropriate.

The final areas I feel I must discuss is the demoted position given to the Declaration of Independence and the Bill of Rights in these standards. The Declaration of Independence is only mentioned twice in K-12 Social Studies. The five words in that document that were used to end

slavery in America and were central to its (almost) end worldwide are not even mentioned. If any topic is worthy of inclusion in K-12 Social Studies, the concept that “All men are created equal” surely is. These words were an important foundation of the multi-decade worldwide effort to end the slave trade at the end of the 18th and beginning of the 19th centuries (eg. British led West Africa Squadron). They were used to end slavery in the USA in 1865 and outlaw systems of racism in America in the Civil Rights Act of 1964, enabled by the tireless work of Dr. King. This document more than any other, underwrites the pre-eminence of America in the world. How can the Social Studies curriculum described in these standards attract minority immigrants to the southern border by the ten thousands if America is founded on racism?

The Bill of Rights is only mentioned in two standards in this document and those discussions are in the 5th and 8th grade. Such an elevated topic deserves mention at the HS level. The main topic discussed in the 8th grade standard is “what is missing”. It presents an exceptionally simplistic interpretation of the Bill of Rights as a completely flawed document. It is not that. The incredible acts of leadership and foresight our Founders exhibited to actually found a country on high principles (that were not being lived up to at the time) and obtain unity behind those principles when half of the nation practiced slavery is ignored. The monumental struggle between Federalists and Anti-Federalists as they worked for 11 years to iron out a constitution. You may say these are subject for the standards on History and I might agree. But accurate and complete presentation of these foundational ideas must be included since they guided social development in the modern world. Only in a context of these ideas is it possible for anyone to understand the world today.

To close, this document requires complete revision. It must be stripped of CRT ideology. As I discussed earlier, the goal of CRT is to engender grievance mentalities in every group accessible. These “grieved” groups then become valuable activists to radicalize others. The logic ignores the reality that the groups supposedly victimized by American hierarchies are far more successful in America than anywhere else in the world. This standard is a clear effort to indoctrinate our children with broken world views and into self-hatred. The pre-eminence of the importance of each every individual (especially our children) must be incorporated into NM K-12 Social Studies curriculum. Only by adopting our proven founding ideals can we recover from the CRT that is already in our schools. We cannot formalize it as this document attempts to do.

[EXTERNAL] Comment on repeal and replace of 6.29.11 NMAC, Social Studies

Randy Barron <randy@owldancer.net>

Fri 11/12/2021 2:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Thank you for the opportunity to comment, both in writing and via today's live Zoom hearing. The procedure has been clear, fairly administered, and invitational, a refreshing change from many hearings I've observed.

I am writing as a teaching artist with 40 years of classroom experience, 26 years of training and practice with the Kennedy Center's partners across the country, and memberships on multiple state standards-writing committees in three US states. I also work with the Santa Fe Opera's Active Learning Through Opera program and the New Mexico Alliance for Responsive Teaching as a consultant and professional development designer and leader.

This proposed set of replacement Social Studies standards for New Mexico is one of the most thorough and thoughtful I have ever seen. Its main fault, in fact, may be that it is so voluminous, given the scant amount of instructional time in the day for anything besides reading and math. But none of the standards proposed are unimportant. What would be very helpful to educators across the state is if the committee could identify a subset of **priority** standards that all districts and schools could commit to addressing, then teachers would remain free to expand from that base, but a solid base would be guaranteed.

What will make or break the implementation of these standards is the professional development support that the state and its school districts provide teachers. These standards represent a paradigm shift in perspective. Instead of teaching a fixed set of selective facts, this approach relies on deeper exploration of ideas, history, citizenship, and critical thinking. These are not areas in which we have traditionally done a good job of preparing teachers or assisting them in delivering curriculum. Failure to support these standards with significant professional development that is as thoroughly-thought-out as these standards are would be tragic.

To summarize, I wholeheartedly support this repeal and replace effort, and will work to help integrate these standards into my teaching and consulting efforts.

With appreciation,

Randy Barron (he, him)

Writing from the ancestral lands of the Pueblo and Jicarilla Apache peoples

Tecolote, New Mexico

[EXTERNAL] The Hearing in Progress

Rusty Armstrong <outlook_9B61159A86C1B1D1@outlook.com>

Fri 11/12/2021 2:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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We have listened to one hour and so far heard nothing at all from anyone about the idea of students “learning” our history, “learning” how our government works, “learning” about the heroes of our Republic. In my opinion, if we pursue this line of “non-education” we will secure our position as LAST-NUMBER 51.

On the subject of taking the power away from the local school board and granting it to the state, I am strongly apposed. I believe in local control, decisions made by the local community. The school board members are elected by the local community. Why is our Department of Education afraid of the local community’s control. Outside of illegal and/or criminal behavior the local school board should be just that-local.

Sent from [Mail](#) for Windows

[EXTERNAL] PLEASE SUPPORT the new Social Studies Standards!

maureen murphy <maurmurphy@gmail.com>

Fri 11/12/2021 2:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern,

I have been an educator in NM public schools for 30 years. I have worked at schools in NM cities, in rural areas and on also on various Pueblos. I have taught at all levels - in elementary schools, mid schools, and high schools. Wherever I have worked, I have observed the natural, intense curiosity students feel about people from cultures other than their own. I have also observed how students' lack of understanding about other cultures has contributed to gross misunderstandings, miscommunication and hurtful stereotyping among student groups.

We are so fortunate to have this opportunity to advance our students' understanding of historical events from different cultural perspectives! Everyone deserves to have their stories told. Trust and understanding among people is based on knowing each other's history and understanding the events that have shaped their present views and values.

The future will bring challenging and complex issues for our students to solve. It will require trust and understanding among people who come from many different backgrounds and histories.

We can help prepare our students for the future by allowing them to openly examine our history and understand how historical events impacted and shaped the various cultural groups within our state. It will help students understand that despite our different backgrounds, we can and we do work together to ensure that we live up to our democratic ideals.

Will the language used in these texts be important? Absolutely. It will be CRITICAL. If it demonizes any specific group, if it portrays any specific group as helpless victims, if it exults any specific group, then it will have defeated its purpose. The voice of these texts must be one that honestly reports the facts and invites open dialogue, but is also accompanied by a sense of compassion and humility in knowing that we who are living today and faced with difficult choices, will one day ALSO have our histories read and analyzed by students in a classroom.

IN CONCLUSION, PLEASE SUPPORT THE NEW STANDARDS FOR SOCIAL STUDENTS. I BELIEVE IT WILL POSITIVELY IMPACT OUR STUDENTS' LIVES.

Most Sincerely,
Maureen J. Murphy

[EXTERNAL] SS Standards

Laura J. Hobbs <lhobbs@montedelsol.org>

Fri 11/12/2021 2:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My comment today is in support of the new proposed Social Studies Standards. Our state has always had a diverse population. Our student population is becoming even more diverse. The History and stories of all New Mexicans will be heard when teachers address the new Standards. Let all voices, traditions and cultures be honored. We who are many will be taught to be as one.

Laura Jeanne Hobbs, Substitute Teacher, Monte del Sol Charter School, Santa Fe

[EXTERNAL] Social Studies Standards

Bonnie Korman <bkorman@newmex.com>

Fri 11/12/2021 2:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Public Education Dept.—

We write today to strongly support the new Social Studies Standards project.

Our now adult children attended all 12 years of public schools in Taos. While they often had some great teachers, the overall standard of NM, and Taos public schools, have always lagged behind the rest of the nation.

The current **social studies standards in New Mexico** was last revised in 2009. It's past time to bring the current issues and curriculum into the 3rd decade of the 21st century.

As we are currently experiencing a national crisis in values, in trust, and in general civics and the meaning of civil society, only excellent public education can begin to address the complex situation. We must count on the new generations to show the way to a sane and informed citizenry. By strengthening our school curriculums, we will go a long way to bringing up the standards of our state in many areas. It's time.

After a lifetime in New Mexico, we are very interested and enthusiastic about this proposed upgrade to the schools' Social Studies programs.

Thank you for considering our comments.

Respectfully,
Bonita Korman and Robert Bishop
Taos

[EXTERNAL] Public Comment

Katie Spaeth <kspaeth2@yahoo.com>

Fri 11/12/2021 2:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Policy Division,

I would like to make a public comment regarding the proposed rule changes to Social Studies Standards. I am a parent of a currently home-schooled child. However, my child was in the public school system last year, but because of mask-mandates we have removed her for this year. My husband and I have thought about allowing her to return to public school if/once mask-mandates are dropped, but if the proposed changes to Social Studies are implemented we will NOT be returning her to public school in the future.

I have read all 122 pages of the proposed changes and vehemently OPPOSE it. No where in all of these pages does it give examples of the books that will be used in the new curriculum. Parents have no way to examine what will exactly be taught before these new changes are approved. Further, the proposal seems very one-sided. I have not seen any language suggesting that kids will get the chance to hear the other side, whether good or bad.

Some areas I would oppose and have questions regarding how this would be exactly taught to our kids:

1. Page 104 states, "Evaluate what an efficient, equitable, and just economic system would look like in the United States." This assumes that America does not currently have a just system and that it needs to be changed. Would students be allowed to determine whether we already have such a system in place? What resources would be used to teach such a divisive topic?
2. Page 106 states, "Examine the ways in which gender and sexuality norms changed and stayed the same in 1920's America." This should not even be a topic. Again PED is giving very little information on exactly what would be taught under that umbrella. There is no way to know whether schools would also be teaching other ideas including the fact that only two genders exist. Also found on page 103 the role of sexuality. Not even a relevant topic for history.
3. Page 111, states, "Examine history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future." Would this history include the history of the 2nd amendment? Would this include the study of the depravity of man and why people commit gun crimes?
4. Also on page 111 it states, "Examine the anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present." Another divisive topic. PED is again assuming America is against immigrants. Still parents cannot determine whether this curriculum would include other ideas about why some people are against others coming into this country, which include crossing the border legally vs. illegally, how it might affect crime rates and drug problems. Would there be included in this topic studying immigrants who have committed heinous crimes? Automatically titling that topic anti-immigrant sentiment is wrong.
5. Page 122 states, "Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement." This is the most divisive topic I found in this proposal. This has undertones of racism and tries to point out that America is racist. PED claims they are not going to implement critical race theory but here is it in print. This topic will divide children and make them feel like

they don't have certain opportunities in this country based on their background or race and that certain professions are privileged. This is very wrong. They will be taught to believe that certain race groups have more opportunities than others which is undeniably a lie. Further, on page 31, speaking about curriculum in third grade, students are supposed to express a positive view of personal identities without making others feel badly, but then in high school, its taught to make students feel bad about their "priviledge." How confusing for the student! Do better PED.

6. Page 57 states, "Brainstorm ways in which New Mexicans might heal from past and current injustices." There is zero information here about what injustices PED is speaking of and what resources or text is used to further this theory.
7. Page 111 states, "explore the movement against police brutality." A theme throughout this proposal is again no information is given on what exactly will be taught here. What would the students be exploring here? Certainly the schools would be teaching about the movement toward the lack of respect for law enforcement and teaching the students that looting and rioting businesses is a crime and violence is not a way to get the point across. I would hope that this segment would include a gratitude for law enforcement and have examples of what these brave individuals do every day for us and that "police brutality" is an isolated occurrence. Some examples to use for the curriculum should include using case studies of how body cameras have justified police in a high majority of cases. A discussion should be had of how the media doesn't always correctly portray the full story. Using court cases would help give the actual and full story. This is an extremely tough subject for kids whose parents are law enforcement and making them look to be monsters would be a travesty.

I hope that each of you take these public comments very seriously as these changes will affect actual lives and shape our future nation. Please consider not implementing these changes and take each comment and apply it to better change the curriculum.

Thank you,

Katie M. Spaeth

Sent from [Mail](#) for Windows

[EXTERNAL] Yes, Update NM Social Studies curriculum

Mary Carter <carter.mare@gmail.com>

Fri 11/12/2021 2:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a human who has spent nearly 70 years on this planet, I've seen a lot of change. Why some Republicans insist on forcing our children remain ignorant about FACTS is beyond me. It's time we brought REASON to the table and include wider perspectives of the past, present and future, not just a straight white male view like most of us had. The world has changed. Voices that were silenced in the past must now be included, giving us a broader and deeper view of our world. I'm all for including the changes recommended. Fear is driving the opposition and we should all know from studying history that when fear rules, democracy dies.

Mary Carter

Albuquerque, New Mexico

Sent from my iPad

[EXTERNAL] Comment on new standards

Glenn Landers <glenn.landiers@gmail.com>

Fri 11/12/2021 2:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I want to commend the PED for putting out these new standards. Our students deserve historical accuracy and inclusiveness in their classes. Thank you for the thoughtful work that went into the development of the standards.

Sent from [Mail](#) for Windows

[EXTERNAL] New Social Studies Standards Personal Feedback

Guy Archambeau <guy.archambeau@gccs.k12.nm.us>

Fri 11/12/2021 2:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 12, 2021

rule.feedback@state.nm.us

John Sena

Policy Division,,

New Mexico Public Education

Re: Social Studies: Opinion on New Social Standards

I reject any and all claims that have been made by rightwing elements of New Mexico that the recent draft of social standards represents racism. They are seeking to hide a factual portrayal of U.S. History which finally speaks the truth about the genocide, the racism, and the discrimination that was a substantial part of what America is all about.

Yes there are great things about America. The U.S. Constitution and the amendments gave this country guidance to treat one another equally, to freely speak our minds, to assure our citizen rights in voting for our elected leaders. Other protections have been developed over time. And yet, our country began with slavery, subjugation, and slaughter. Our country considered American Indians to be savages and unworthy of keeping the land upon which they lived. Slavery began with Christopher Columbus. Native and black people were considered nonhuman and chattel to be bought, sold, and raped. We have lost forever men, women, and children who were removed from their families, never to return, to not know their own names, to not live free.

New Mexico history cannot deny that Native Americans lived here throughout time immemorial. A special relationship between Mother Earth and Native peoples was understood to be the basis by which they prospered. We need to build our youth's understanding of how important the earth's natural resources are, how to use them wisely, and protect what we have left, which isn't much.

Both Spanish and American conquest of the southwest took away the rights of Native people to exist on these lands. This continued even after the Treaty of Guadalupe, which ironically began the official American incursion and thievery of both Native and Spanish property interests.

When black people came to New Mexico they also experienced (to this day) the racial discrimination experienced by Native and Spanish people. Racial covenants were imposed. The history of Albuquerque is a clear example of the racist and genocidal mentality of Americans that became a legal part of NM history.

Citizenship rights came only in the last half the previous century. Not willingly of course. The courts had to tell white America that minorities deserved a place at the leadership table.

New Mexico Public Education must resist the demands to whitewash American and New Mexico history. Our youth are intelligent enough to recognize the greatness of America but they also can accept that much of our history has favored certain groups at the expense of others.

Do not cave to the strident emotional and racist demands of the rightwing White supremacists who will deny our multiple heritages-- that supposedly comprises this "land of enchantment" of a unified peoples. They do not want us unified. They want to divide. Historical truths must win out.

Thank you.

Guy Archambeau Ed.D.

11/15/21, 10:51 AM

Mail - FeedBack, Rule, PED - Outlook

PO Box 389

Acoma, New Mexico 87034

Board member - Grants Cibola County Schools

[EXTERNAL] Social Studies Standards

Luke T. Phillips <bailaormxno@gmail.com>

Fri 11/12/2021 2:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

I approve of the updated standards. Please do not allow racist rhetoric to derail our democracy. Our great state will only remain so if we teach the lessons from our past, some of which have been wonderful, while others have been shameful. Our children deserve a chance to learn the true history of what my ancestors did to people of color.

Respectfully,
Luke T Phillips
Parent of two lovers of Social Studies, history, and politics.
Albuquerque, NM

[EXTERNAL] New social studies standards

gaile herling <herlinggaile@gmail.com>

Fri 11/12/2021 2:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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11/12/21

To Whom It Concerns:

As a former SFPS educator, I support the new proposed PED social studies standards in NM. I appreciate its inclusiveness, awareness of race, class and power and attention paid to critical thinking. If we want to build a better democracy in our country, then it starts with learning true history and developing skills to analyze our history.

Thanks for your hard, earnest work.

Gaile Herling

Phone: 505.577.5998

Email: herlinggaile@gmail.com

[EXTERNAL] In support of the new Social Studies Standards

Erica Surova <ericasurova@hotmail.com>

Fri 11/12/2021 2:44 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a mother of a high school student in Las Cruces Public schools and a former social studies teacher, I support the new standards.

To quote the National Council for Social Studies:

“The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Our current standards include history, geography, civics, and economics. Including ethnic, cultural, and identity studies aligns with these national standards. By explicitly including these studies, we encourage students to learn how to be better citizens of our country and the global community. It allows children to learn from others who are different from them and decreases the likelihood of them discriminating against others.

We need students to appreciate differences if we expect them to have meaningful interactions with people of all backgrounds. The reality is that we are a diverse society. Our schools include students of a variety of races and ethnicities; as well as students of different religions, abilities, economic status, sexual orientation, gender identity, and language backgrounds. Diversity education should not be seen as a threat but as an asset that creates a more tolerant and loving community.

Thanks for your time and your hard work in creating these standards.

Erica Surova and Indigo Surova (high school student who also supports the new standards)

[EXTERNAL] proposed social studies standards

Maggi Davidson <maggidavidson@comcast.net>

Fri 11/12/2021 2:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sirs, Mesdames:

I wish to go on record supporting the proposed social studies standards. It is essential that New Mexico students learn not just facts, but how to think critically about those facts, learn how to find, study, and parse sources of information, and especially, to learn about the history and culture of all of our citizens, and how they contribute to our society. Additionally, I feel it is important for our students to learn how our government works, and how they can participate in that government. Additionally, I believe it is important for our young citizens to recognize the importance of being contributing members of the communities in which they live, to the best of their abilities, and with compassion for all members of those communities. We all, not just our school students, need to learn from the mistakes of our collective past. Without knowledge of history, both the good and the bad, we cannot have a meaningful discussion of how we can make a better future.

Sincerely,

Mary Margaret Davidson

2880 Teresita St

Las Cruces, NM 88005

[EXTERNAL] New Standards

Tanya Critchfield <critchfield_t@aps.edu>

Fri 11/12/2021 2:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Some concerns in regards to the standards for World History:

- 1) Although it says "may include" the number of things listed for World History are more items than we have class periods with our students making it impossible to cover all in a school year.
- 2) Many of the standards included, include information that should be taught either in NM History or US History.
- 3) Although I applaud the fact that there is more diversity of cultures included, it is too much as it stands right now.
- 4) We keep adding quantity instead of thinking about quality. Students are too overloaded with information since they have been required to take 7 classes. We have less and less instructional time with our students as more things are added like the 7 class period day, advisories that are a waste of time, administering standardized tests etc... You need to choose: quality or quantity. If you keep choosing quantity, then don't be surprised as our students fall further and further behind.
- 5) Implementing new standards next year, and being told that it will just take some extra time this school year in order to get ourselves set up next year is definitely not something that is helping teachers' morale. Every year we are asked to do more and more, and just give a little more, but we are reaching our breaking point. We have no more to give because we've been hearing this refrain for decades. Nothing is ever taken off our plates, just added on, so is it any surprise the amount of teacher vacancies there are throughout the state? Many teachers that are leaving their positions are not leaving their teaching positions for other teaching positions, they are leaving the profession because it has become too much and too overwhelming and frustrating. Adding a change to curriculum and standards in the middle of a pandemic is probably not the best way to help support teachers that are already too overwhelmed with the things that we have to do and how we are treated by society in general.

--

Peace,**Tanya Critchfield, BA, MA****AP World History, Rm E217, 243-1458 Ext: 60093****Club Sponsor: Jaguars for Positive Change*****"Be the change you wish to see in the world." Gandhi***

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[EXTERNAL] Social Studies Curriculum Recommendations

Cedric Page <rpage11@hotmail.com>

Fri 11/12/2021 2:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello:

Please address/include the edits to the Standards. Thank you.

Comments on Social Studies Standards by Cedric D. Page, PhD.

2.24: Include maps of Indigenous tribes and nations pre-Columbian times.

4.10: Discuss the Haudenosaunee/Onondaga Nation agreement as forerunner to US Declaration of Independence. The Haudenosaunee consist of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora nations. The Onondaga Nation lies in the middle of the Haudenosaunee territory and is also known as the Central Fire. The Central Fire is a term used to describe Onondaga as a place where the Hoyá•neh (Chiefs) meet in a Grand Council.
<https://americanindian.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf>

5.27: Discuss the means by which the U.S. acquired and maintains these territories...past and present. 6.41: Add African dynasties...Egyptian and South African, South Asian, Indigenous peoples worldwide.

6.43: Expand to include African, Asian, other Indigenous societies and Central and South American empires contributions that are concurrent with those mentioned.

7.98: Maps are crucial for a visualization of in/out migrations. 8.86: Slave trade????

9.12: Black Towns of SE NM....Blackdom, etc.

9.12.27: Challenges by Reyes Tijerena/Court House event in Rio Arriba county.

Congratulations on the inclusion and prominence of geography through the grade levels addressed by these standards.

Regards,

*Cedric D. Page, PhD.
Professor Emeritus-Geography
UNM Los Alamos
(505) 470-8587*

[EXTERNAL] Social Studies Standards

Esther Kovari <ekovari@montedelsol.org>

Fri 11/12/2021 2:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a Social Studies teacher at Monte del Sol Charter School in Santa Fe. I urge you to adopt the recommendations of Think New Mexico to prioritize the teaching of personal finance to high school students. It is essential for students of this age to understand how to navigate the adult world, so that they can make good decisions and not be taken advantage of.

Thank you, Esther Kovari

--

Esther Kovari, Monte del Sol Charter School

[EXTERNAL] Social Studies Curriculum Support

Stacey Duncan <stduncan@nmsu.edu>

Fri 11/12/2021 2:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am writing as a teacher educator for the last fifteen years, to voice my support for the new social studies curriculum. It is beyond time that New Mexico include the reality of our current world in our student's understanding of it, so they can see and learn about themselves and their families' experiences. Having taught multicultural education and the importance of diversity in education to pre-service and in-service teachers for many years, I have seen firsthand the misunderstandings of history expressed in these classes, and how such further contributes to the divides in our society and only reproduces the inequity and ignorance these courses are meant to address. We are living in an unimagined time in history with technological and social changes seemingly every second, and the fact that NM has not updated the curriculum in twenty years only lends to exactly why our students and education system is so far behind the rest of the nation. Teaching about racism in history and diverse identities in society is not indoctrination, it is critical information and awareness that we need more than ever not only in our schools, but our communities to give us insight into our present and future. As George Santayana wisely wrote nearly a hundred years ago, **"Those who cannot remember the past are condemned to repeat it."**

Thank you.

Dr. Stacey Duncan, Director



MSC 3AC, PO Box 30001

New Mexico State University

Las Cruces, NM 88003

(575) 323-1861

stduncan@nmsu.edu<https://nmsu.zoom.us/my/dr.stacey.duncan>

[EXTERNAL] Social studies standards

Vanessa Harvey MS CCC-SLP <vanessa@atsnm.net>

Fri 11/12/2021 2:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: socialstudiescomment@bulldogs.org <socialstudiescomment@bulldogs.org>

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Social studies

My personal understanding of social studies has always related to civics , government and history. We learned the events of history through the lens of historical events lending to the development of students as individuals that attempt to be a good citizens.

History teaches itself- just the facts. One can't read about the Trail of Tears, Womens Suffrage, or the Civil Rights movement and not understand the depth of inequality and disparities of justice that is a part of our collective past as a country. As with life- mistakes were made and will be made. Learning about history and the role of government in our lives and our civic duties as legal citizens helps us not to repeat those mistakes.

Women in Education NM is a great book I read this summer. If we took away the so called Eurocentric focus in our social studies standards, how many of those influential educators would be left out? Somehow- we have squandered all these women did to bring education to our state before our statehood even. What would they think today to see New Mexico rated as 51st in education!?! (Forbes).

I am fully on board with teaching the facts of history, good or bad. I am not on board with changing standards just to meet so called equity demands. Parents should parent and teachers should teach. And add that book to the reading list!

Vanessa Harvey -Artesia NM

Sent from my iPhone

[EXTERNAL] Reaction to Proposed Social Studies State Standards

Jacqueline Sánchez <jasagneda@gmail.com>

Fri 11/12/2021 2:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Jacqueline Sanchez, and I'm writing as a former student of New Mexico Public Schools.

I support the proposed changes to the Social Studies State Standards. New Mexico's children are incredibly diverse, and they deserve a Social Studies curriculum that reflects that diversity. Bringing diverse, multiethnic viewpoints into a Social Studies classroom will strengthen the ties between these children and their education. A white only viewpoint of history won't connect with children in New Mexico, because many of these children don't have a white only viewpoint of the present day world.

Furthermore, I believe that one of the most important jobs that an educator has is teaching children how to recognize the truth for themselves. For too long, Social Studies standards in New Mexico focused on the viewpoints of those in power, and did not provide enough opportunities for children to engage with history and think critically about it. With these updated standards, educators will have a chance to impart a multifaceted history to students, one that more accurately portrays the truth of the historical record. Presenting a multifaceted view of history to children will invite them to ask more questions, and this should be encouraged. They will be able to develop better critical thinking skills, and learn to discern truth for themselves.

As I just stated, the standards put forth have the aim of trying to teach children a more complete version of history, and that history includes important stories about racism and oppression. Teaching children the objective truth about racism in this country does not teach them to be oppressed. Rather, it gives them the critical thinking skills that will help them become active and informed citizens.

Going forward, I hope that in the future the standards are revised to include an even more diverse picture of history, particularly with further inclusion of indigenous voices.

Thank you.

[EXTERNAL] Social Studies Standard & Benchmark revision

Judy Rabon <judy.rabon@alamogordoschools.org>

Fri 11/12/2021 2:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon. Thank you for allowing and considering feedback regarding the current proposed changes. I am a lifelong New Mexican, retired NM teacher, Democrat & School Board Member. I understand the need for revisions and updates and have been part of this process during my career as a NM educator. My great concern is that with the current division of our country and fear and misinformation being circulated among citizen groups and through the media, why would the State of NM be a part of a continued battle among New Mexicans?

So many of our citizens, at this time, are focusing their hate, fear and lack of information at our teachers and schools. Most importantly in NM schools right now, is keeping in class learning available to our students and catching our students up after the COVID shutdown of in person learning. This proposal, at this time, is a huge distraction.

My question is, what is the rush? With a great deal of citizens (half) uncomfortable with the proposed changes and directing the discomfort at our teachers, why would you press this through. Have we learned nothing from the Nov. 2021 election? Look at the Virginia Governor's race. It was decided on with CRT, perceived or real, as the factor that decided the race. Many citizens feel uncomfortable and fearful about these changes. Time is often a healer and in my opinion, that is what is needed in New Mexico.

There is much at risk to our State and schools if these proposals are rushed through at this very difficult time in our country. Please, let's do what is best for our schools and let tempers settle.

Respectfully,
Judy Rabon
Alamogordo

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Karen Phillips <mailagent@thesoftedge.com>

Fri 11/12/2021 2:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty. This is so important in New Mexico!

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Karen Phillips
2109 Avenida de las Alturas
Santa Fe, NM 87505

[EXTERNAL] Opposition to New Social Studies Standards

Jerret Turner <jerret@hey.com>

Fri 11/12/2021 2:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Jerret Turner and as a parent of two high school students I'm concerned about the proposed social studies standards. The standards seem to point out differences in people with the intent to divide and shame people for their immutable characteristics.

9-12 Civ. 40 - analyze historic inequalities and evaluate proposed solutions to correct them. Historic inequalities is the history standard? What does a historic inequality have to do with civics?

9-12 WH.34 - Analyze the complex relationship between dominant cultures and minority groups throughout the world history, including but not limited to; construction of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.

What is a construction? Is it OK if a white male Christian thinks he's dominant and that's OK? What are the consequences of shaming students? Will teachers be held responsible when sued by parents?

This is overt prejudice. This will create an atmosphere of shame, judgment, and right and wrong that's based on immutable traits.

Parents in NM do not want this in our schools and taught to our kids. Changes have to be made before this is implemented. The Artesia Social Studies Department has submitted balanced edits of the proposed standards to reflect more concrete teaching and discussion of the proposed standards in a way that reflects how history should be taught.

Regards

- Jerret Turner

[EXTERNAL] No racist social studies

hgdavis <hgdavis@protonmail.com>

Fri 11/12/2021 2:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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No to CRT, Equity, Identity, victims, oppressors, segregation, hate and suspicion or the idea of systemic anything in our schools!

We don't need "social studies" in school. Teach Civics and how government works, citizen rights and responsibilities, honest history with the bad and the good, geography, languages and basics--reading, writing, arithmetic and math as well as real science, computer skills including internet self defense, and physical activity instead.

I do not believe some of the backward and totally ignorant things I hear from people who go or went to New Mexico schools. Fix it.

H.G. Davis
Grants

Sent from ProtonMail mobile

[EXTERNAL] CRT

Jeremy MOORE <themooresalbq@msn.com>

Fri 11/12/2021 2:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I don't believe that teaching my children to feel guilty about things that have happened in the past that they had no control over benefits them or society in any way.

Thank you
Jeremy Moore

Sent from my iPhone

[EXTERNAL] New Mexico Social Studies curriculum public comment

Linda Bennett <lbennett@bacavalley.com>

Fri 11/12/2021 2:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I do not think that critical race theory should be taught in New Mexico public schools. I do think it is important to strive to treat all students fairly and justly in our public schools. All American citizens have equal rights as provided by and stated in our United States Constitution. To me the important thing is to protect our citizenship rights and recognize the importance that all should be treated with equality. Our schools probably need to do a better job of teaching what is in our Constitution to all public school students.

Sincerely,
Linda M. Bennett
Raton, NM

[EXTERNAL] Comment: 21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508-fmt-2.pdf

Bill Tiwald <vhtiwal@gmail.com>

Fri 11/12/2021 2:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Ladies/Gentlemen,

I have finished a 19 year public high school and charter school teaching career. I find the proposed 21-15540-Draft-NM-Standards-For-Teachers-PRE-RULE-VERSION-8_31_21-508- hit a sweet spot for students. They provide opportunity in the classroom for development of critical thinking skills while at the same time promoting both individual development and a context for greater community. I've been watching the long public comment period and wish to congratulate you on your fortitude.

Bill Tiwald,
Highland High School and Los Puentes Charter School - Albuquerque

[EXTERNAL] Social Studies Standards proposal

Sara Sanders <sara_sands1980@yahoo.com>

Fri 11/12/2021 2:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon,

Thank you for allowing me to express my opinion on the proposed social studies standards. I am a mother to 4 Los Alamos Public School children, I am an alumni of the Los Alamos Public Schools, I have a Master's degree in secondary education, and I have experience teaching in middle schools, high schools, and at a university.

I do not oppose accurate history being taught and am glad to see that aspect being included. That being said, I oppose the alarming level of divisiveness being incorporated into the standards. I also have a concern about the level of political bias being pushed onto my children. As a parent it is my right and responsibility to instill my values and beliefs into my children. The school's role is to discuss history, not push a political narrative. I hate to pull my children from their schools because they love their teachers and friends, but I will do what I need to in order to protect my children from being taught that they are born racists and oppressors.

I also do not approve of LGBTQ being taught to any students under 7th grade. I do not want sexual conversations brought into the classrooms of such young children (gay or straight). That conversation is MY job. My role. I want to control that discussion.

Do not take the rights of parents away or we will push back.

Thank you,

Sara Sanders

[EXTERNAL] Social Studies Standards Letter

Jessica Bollema <jessica@artesiachamber.com>

Fri 11/12/2021 2:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I know this might be too late, but I have attached my letter for you all to please review regarding the proposed Social Studies Standards.



Jessica Bollema
Communications Coordinator
Artesia Chamber of Commerce
107 N. 1st Street
O: 575.746.2744
C: 575.910.3851
artesiachamber.com
Facebook: @ArtesiaChamber
Insta: @ArtesiaCoC

Mr. John Sena,

I have been pondering my letter to you all for quite some time regarding the proposed changes to the Social Studies standards. There are so many points that I can make regarding why these should not be instated, including the fact that the word “oppressed” and the like is used in ways it should not be used. This fact alone shows that a dictatorship type of feel has been placed in these standards. What does the State of New Mexico pledge say?? Well, one of the phrases in it is ”...Among United Nations.” Not “Oppressed nations.” Not “different groups in a nation.” It’s UNITED!! Why are these standards so divisive? Are you trying to re-instate slavery? These standards would start that slippery slope of black vs white, men vs. women, poverty vs. wealthy, and so on and so forth. From what I understand as a parent, there is not even a social studies standardized test that is given at any grade level, so what I propose is that a lot of this information be left to be taught at home. Much of this is Critical Race Theory and does not belong in these lower levels. Why can’t this be taught in college like it has been for years? These whole social studies standards seem like they are trying to take the “What if’s” of this college course where adults think critically about things like “How would the United States be different today if we would have lost WWII?” and trying to make a curriculum out of it. Critical Thinking is just that – it’s a “What if” type of thinking to learn about history but also to think outside the box. But when you ask a Kindergartener to describe ways they are similar to their classmates and ways they are not.... You’re just asking for the bullying to begin. They will start talking about skin color and clothing that is ragged and that is just not a good way of thinking to put into these kids heads at such a young age. At our kindergarten school the kids are in classrooms that are based off of animals so they can identify their classroom when they can’t read the teacher’s name, so I would rather them all be Lions or Penguins or even Eager Beavers as the whole school’s mascot than be so divisive. I really hope your committee of Social Studies teachers can please take all of these letters into consideration and please revise them so that we don’t start racism in our state. I know it’s a problem and will always be a problem I am sure, but this will not make it any better. Please consider revising the divisive characteristics these standards are portraying. Thank you!

Here is one example from Standard 6.15 that states “Describe the many facets of student identity (including family history and culture) and how they are connected to the collective history and culture of other people in their self-identified affinity groups.” How about something like this instead “Describe how family history and culture connects us to the collective history and culture of other people.” I think this one standard could be changed and then we could eliminate 6.16 and 6.20 and 6.22.

Again, that is just one example, but going from 26 pages to 129 pages is super hard and frustrating to get all of the changes I would like to make, but I feel that many of these are just too long and too divisive. I will say it again....our state is LAST in education, please don’t add this critical race theory to their plates...let’s focus on getting our testing scores up and becoming a better state AMONG UNITED NATIONS!!!!

Lastly, I beg you to please allow us to see what changes you make if any are made before it goes into law!

Thank you for listening.

[EXTERNAL] social studies standards in New Mexico

rlbcsw13@aol.com <rlbcsw13@aol.com>

Fri 11/12/2021 3:01 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for the opportunity to provide public comment.

I agree with the proposed changes. It is important for students to see diverse perspectives on history and I believe that inclusion of the valuable contributors of our American history include indigenous people and LGBTQ people. Teaching our children a full, accurate and updated history will prepare our students to be informed citizens.

I would request the inclusion of Personal Finance Standards. As one of five states in this country that does not include personal finance in the education standards we do a disservice to our students when we do not offer them essential skills in the area of budgeting, checking and saving accounts, credit, interest, investments and the cost of borrowing.

Thank you,
Renata Witte

[EXTERNAL] New Social Studies Standards

María Cristina Lopez <mclv2sf@gmail.com>

Fri 11/12/2021 3:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

I'm writing in support of the proposed social studies standards. I am a retired Spanish professor from the Santa Fe Community College. In addition to language and culture I found myself teaching New Mexico history and culture which I love but was upset to find out the Santa Fe public schools had not done their job. How are we going to have successful New Mexican graduates if they don't know where they come from? If they are not taught to think critically, encouraged to question, and value themselves and their families.

The proposed social studies standards will fill in many of the unfortunate historical and cultural gaps suffered by the past generations.

Maria Cristina Lopez
NM Certified Interpreter and Translator
1614 Ben Hur Dr
Santa Fe, New Mexico 87501

[EXTERNAL] Feedback on Social Studies Standards

Christine P. Sims <csimsacoma@aol.com>

Fri 11/12/2021 3:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am submitting my comments regarding the proposed revision of the social studies standards. I was invited to the preliminary envisioning meetings for new standards along with many of my Native scholar colleagues. I believe that all of us entered into these discussions with the belief that the state of New Mexico's education department was finally going to move forward some substantive work on revising existing content standards that had not been updated for years and which have shown to be absent regarding many contemporary topics that are important to ensuring our students are kept up to date on current events. The revision work that ensued was also representative of many New Mexico-based scholars who know well the history of this state and who are representative of the very groups that have often been left out of curriculum content that we currently have in our schools and classrooms.

I believe that these revisions were made with careful thought and deliberation to ensure that the curriculums we use in New Mexico are more appropriately representative of our state's diverse cultures and that the history of this state be accurately presented in ways that will encourage students to be reflective and critical thinkers of what they learn and observe in today's world. There are many more reasons that many of my colleagues will undoubtedly present in favor of these standards but I wanted to make sure that I voiced my approval of these standards in light of the increasing political pressures and unfounded misinformation that is being fomented by different groups and individuals who do not know or understand why these revisions are critically needed. Please stand firm in ensuring that this work is not put on the shelf!

Thank You,
Christine P. Sims, Ph.D.
Associate Professor
Dept. of Language, Literacy & Sociocultural Studies

PI/Director, American Indian Language Policy Research and Teacher Training Center
College of Education
Hokona Hall, Rm #216
University of New Mexico 87131
csimsacoma@aol.com
csims@unm.edu

Fall 2021 Office hours will be held virtually and by appointment only.

[EXTERNAL] Comments on Proposed Public Education Department Social Studies Curriculum

Clarence Washington <CWASHI1942@msn.com>

Fri 11/12/2021 3:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Jim Williams <jim@abqconnect.online>; Sonntag Carla <carla@nmbizcoalition.org>

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Attached are my written comments on the proposed Public Education Department Social Studies Curriculum.

Pastor Clarence Washington
Abundant Life Community Church

Critique of the New Mexico Public Education Department's Proposed Social Studies Curriculum

After reviewing the PED's proposed social studies curriculum, it became blatantly obvious that the PED's critical pedagogy bias disqualifies them from being able to develop an effective social studies curriculum that will produce emotionally stable students and impart to them the social skills that they need to become productive citizens who are able to integrate into our very diverse American culture. This is true K-12.

Pe-da-ga-gi

All the anchor standards for K-12, which includes the six strands identified as: (1) civics, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity standards, and (6) inquiry—all of these strands have anchor standards or performance indicators, which indicate what a student must know, that are rooted and grounded in race, cultural, and gender identity and the Marxist critical race theory concept of equity or equal results instead of equal opportunity as Dr. Martin Luther King proclaimed in his "I Have a Dream" speech. The word "equity" appears in the anchor and performance standards starting in first grade.

And so it appears that Critical pedagogy, as stated on page 1, of the Public Education Department's requirement for Secondary Computer Science teachers, under "Professional Development"—it appears that the Public Education Department will also require that Critical pedagogy be used by social studies curriculum teachers. This is important because critical pedagogy is a philosophy of education and social movement that combines education with critical theory, which is the basis upon which critical race theory was developed. Critical pedagogy, which the Public Education Department has adopted—it insists that issues of social justice and democracy are not distinct from acts of teaching and learning. More importantly, the goal of critical pedagogy is emancipation from oppression through an awakening of the critical consciousness, which is nothing but critical race theory as I said before. They are one in the same. **And the goal of critical pedagogy is to focus on reflective assessment and to critique our society and culture in order to reveal and challenge power structures.**

And this is a theme that we see running all through the Public Education Department's social studies curriculum. But more than that, we see the words "take action" after reflective assessments and critiques have been prescribed,

which seems in my simple minded thinking—like the start of a revolution or the development of young revolutionists by the Public Education Department. The words “take actions” in classrooms, schools, and communities are used over and over again. Reflectively evaluating, analyzing, and examining the American meritocracy for flaws according to a perceived systemic or institutionalized racist America—and then “take actions” is prescribed over and over again by the Public Education Department’s proposed social studies curriculum for all of its anchor and performance standards K–12. This is indeed classic critical race theory pedagogy—which can be described as revealing and challenging power structures according to a perceived racist American system of living after students have been brainwashed with the errant Marxist ideology of equity or equal results for everybody and identity politics!

The focus on critical race theory and the associated concepts of critical pedagogy; racial, cultural, and gender identity; and equity—all of these things are in direct contradiction to the principles that Dr. Martin Luther King proclaimed in his dream of how to fix what is wrong with America. Critical race theory and its associated concepts are deeply dividing the American people instead of bringing us together. Such division and polarization will destroy us from within. And that is what the proposed Public Education Department’s social studies curriculum will do. Dr. King said that we must judge people by the content of their character and not by the color of their skin. He said that we must learn to live together as brothers and sisters or die together like the fools that we will be for hating each other.

He also said that we cannot reach our full potential as human beings as long as we keep on separating ourselves from each other, which is what focusing on race, cultural, and gender identity does. Focusing on identity is the epitome, the personification, the perfect example of how to destroy America from within. For united we stand and divided we shall indeed fall! When the unity of the many various societal groups of a nation in the pursuit of common causes is destroyed, the nation is doomed. And so again I say that this is exactly what the proposed Public Education Department’s social studies curriculum would do. It would work toward our destruction as a state and a nation through the students that the proposed curriculum would deploy into the culture! And so in closing, I have a couple of questions that I want to ask the Public Education Department:

1. How do we teach our youth not to discriminate by discriminating?
How do we teach our youth not to discriminate by teaching them to judge other people by the color of their skin, their culture, or their gender?
2. How do you bring people together by separating them into different groups?
3. What sense does it make to try and make Black people or other people of color feel good about themselves by making White people feel bad about themselves?
4. Why do you think that Black students and other students of color can't learn just as well as White students? Why do you believe that our children need special concessions to do well—when history has proven that all that students of any race need are some academically excellent schools to attend that are not emotionally or spiritually toxic. And then an equal opportunity culture to deploy them into. The systemic barriers that are mentioned on page 2 of the Public Education Department's proposed social studies curriculum are in fact a systemically mediocre and spiritually toxic public school system, which no attempt at some kind of critical race theory program will ever solve. Instead of bringing academic standards down to a lower level, what is needed is to raise the students up to a higher level of academic achievement.
5. Would the proposed social studies civics strand impart to the students the following:
 - **number 1**: civic knowledge that would give them an understanding of government structure, processes, and concepts according to the **content** and **original intent** of the Declaration of Independence, the US Constitution, and the Bill of Rights? And if not, why not?
 - **number 2**: would the proposed social studies civics strand impart to students civic skills that enable them to participate in a democracy as responsible citizens according to the **content** and **original intent** of the Declaration of Independence, the US Constitution, and the Bill of Rights? And if not, why not?
 - **number 3**: would the proposed social studies civics strand develop in students a sense of civic duty and concern for the welfare of others according to the **content** and **original intent** of

the Declaration of Independence, the US Constitution, and the Bill of Rights? And if not, why not?

It is my contention after reviewing the proposed curriculum that the Public Education Department's critical race theory pedagogy ideology has so biased the Public Education Department that it has disqualified them from being able to develop a social studies curriculum that would produce emotionally stable students and impart to them the social skills that they need to become productive citizens who are able to effectively integrate into our very diverse American culture. Therefore, their proposed social studies curriculum must be scrapped and if a new one is needed—someone else must develop, supervise, or oversee it!

[EXTERNAL] Proposed Social Studies Standards

celina dahlin <cdomaha@yahoo.com>

Fri 11/12/2021 3:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please DO NOT replace the current social studies with the one currently proposed.

Regarding the proposed social standards I have quite a few concerns:

1 - There has not been much time for parents to review and have time to comment. While you may think that there has been plenty of time allowed for this step, many of us are working parents and reading through and making sense of 100+ pages of standards is no small feat. It is very overwhelming and many parents I have spoken with have not had the time to read through the standards and compose constructive feedback regarding their concerns. Please allow more time for people to review and submit feedback. I have limited myself to K-5 for now as this is a daunting task that I have been working on during my free time between my family, child's schoolwork, extra curricular activities, and job.

2- Draft Standard K.22 Communicate a positive view of themselves and identify some of their group identities - This proposed standard asks a 5 year old to identify themselves to a particular group. If the child can't do that, does the teacher then step in and start grouping their students? That is quite a responsibility for a teacher and leaves so much room for personal ideals and opinions to present themselves. **I think the wording could be changed to "Communicate a positive view of themselves"**

3 - Draft Standard K.23 Describe ways they are similar and different from people who share their identities, and people who do not - **change wording to "Describe ways the student is similar and different from other people without making someone feel badly."**

4 - Draft Standard K.25 Describe their family history, culture, and past to current current contributions of people in their main identity groups - Why does it have to be within their identity group? Why can kids not just describe their family history, culture and past. We are asking kids to find difference where they don't currently see them. **I think the wording should be changed to "Describe the student's family history, culture, and past"**

5 - Draft Standard 2.28 Describe ways we are similar and different from people who share identities, and people who do not - Are we reinforcing stereotypes here? Again this can lead to leaving our teachers to help students formulate opinions about groups of people. The wording can create division and should not have to fall on teachers when students in 2nd grade are unable to divide their friends into certain groups. **I think the wording should be changed to "Describe ways we are similar and different from people."**

6 - Draft Standard 3.27 Express a positive view of personal identities without making someone else feel badly - **Change wording to "Express a positive view of themselves without making someone feel badly."**

7 - Draft Standard 3.28 Compare and contrast cultural identity with other people and groups - **change wording to "Compare and contrast cultural identity with other cultures."**

8 - Draft Standard 5.12 Describe how inequity in the United States laid the foundation for conflict that continues today - **I feel this one should be removed.** It calls for too much of a teachers opinion to come into the teaching as this is not a cut and dry historical fact.

9 - Draft Standard 5.30 Demonstrate knowledge of family history, culture, and past contributions of people in main identity group - Again with putting people into groups, the agenda here seems clear. **Change wording to "Demonstrate knowledge of family history, culture, and past contributions."**

10 - Draft Standard 5.31 Explain how groups of people are treated today and in the past is part of what makes them who they are - **Change wording to "Explain how each student's abilities could contribute to our society"**

These are the most concerning draft standards to me for K-5 and there are many many more in the secondary draft standards. I am asking you to extend the comment period to allow for a better sampling of the input from the parents. To me it seems that agenda of the proposed standards is to assign our children to groups and create division to kids at ages when they are historically 'color blind' and see the similarities in their friends and not the differences. I hate to imagine a world where our children are robbed of this age of innocence and freedom from social pressures.

Thank your for your time and I hope you consider these concerns and proposed wording changes.

Celina Folmar
Aretsia, New Mexico

[EXTERNAL] Social Studies Standards feedback

Ina Montoya <imontoya@dulceschools.com>

Fri 11/12/2021 3:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon – We just finished a day of Professional Development where we received a presentation from an REC representative on MLSS, worked on the MLSS Self-Assessment, had a staff wellness session and finished with a school safety session.

I planned to join the Zoom session for the Social Studies Standards but feel writing this out would communicate my feedback more clearly and use my time more efficiently. I support the proposed Social Studies Standards to replace the current Social Studies standards because:

1. They are obviously more thorough and not as limiting, giving teachers a finer focus on the immediate communities the students are part of.
2. They give greater ability for teachers to provide CLRE and instruction about the Tribal communities our students are part of or near to.
3. From an Indigenous perspective, portions of these standards can be taught in the students' Native language.
4. The proposed standards seem to help teachers prepare diverse instruction for all areas of our state – diverse and rural communities.
5. History standards help put the diverse populations of NM at the forefront of instruction.
6. Economics and government areas help our students learn more about local/tribal governments as well as tribal economics.
7. In this community, we have teachers who join our staff and do not know how to address much needed Native American topics in instruction. These standards are written in a way to help.
8. Because of #7 – students usually do better when they are taught about areas that concern their community, people and future – the proposed standard opens the doors to lessons that include these.

Iheedn,

Ina Montoya

Principal, Dulce Elementary
Dulce, New Mexico

575-759-2953 Office
505-210-3437 School Cell
imontoya@dulceschools.com

[EXTERNAL] Repeal and replace 6.29.11 NMAC, Social Studies

Diana Shea <sheakers@mac.com>

Fri 11/12/2021 3:09 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a former second grade teacher, I support the proposed revised Social Studies standards. They are clearly written, succinct, and appropriate both developmentally and sequentially. As I read them, I can picture the informative engaging lessons that will be developed. Our students and our state will benefit. Thank you for doing this intensive important work.

Diana Shea
Albuquerque

[EXTERNAL] Written feedback comment

Kathryn-Mae Eiland <kathrynmaeeiland@gmail.com>

Fri 11/12/2021 3:12 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hi,

My name is Kathryn-Mae Eiland and I would like to leave written feedback as I cannot speak in today's meeting.

I support the new standards coming forward, although I would like to underscore what some other commenters expressed; that teachers will need a lot of training and support to uphold these lessons.

I was raised in the New Mexico school system, having graduated from Alamogordo High School in 2011. I am grateful for what I received in schooling, but lack of understanding for how to behave around the rest of the country in common society was a cost of the narrow focus of my K - 12 education. I have been fortunate enough to pursue higher education and feel that after my Master's degree I can finally have intelligent conversation on the subject and strongly feel that it should not have taken this long.

Teaching kids about themselves and their peers will help spare their time, as it's limited for us all. They won't have to spend nearly as long in "Cultural Studies" in higher education (unless they want to), nor nearly as long in therapy to work on not suppressing their identity that currently our school system prefers they try and subdue.

Learning about the struggles and joys that different marginalized communities experience; such as LGBTQIIA+ individuals, those that can't obtain timely citizenship, and those with darker skin in our society will help unify our community, not divide.

Thank you,
Kathryn-Mae Eiland

[EXTERNAL] Today's webinar

AMY BARELA <amy.barela@gmail.com>

Fri 11/12/2021 3:14 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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John Sena

Policy Division

New Mexico Public Education Department

300 Don Gaspar Avenue, Room 121

Santa Fe, New Mexico 87501

Thank you for allowing public input during your webinar. I was on the list to speak but was unable to due losing service and losing my place in line. I would also like to commend the effort placed into this new curriculum being proposed.

Critical race theory is an academic chastisement. It has increasingly become the default ideology in our public institutions. Rewording by its supporters to describe critical race theory includes "equity", "diversity and inclusion", "social justice", and "culturally reactive teaching". "Equity" sounds non-threatening and is muddled with the American principle of equality. The difference is massive and essential. Equality is a principle in the Declaration of Independence, defended in the Civil War, and made into law in the 14th and 15th amendment. It is rejected by critical race theorists. To them, equality represents "nondiscrimination".

Attempts to halt the encroachment of critical race theory have been ineffective. There are several reasons for this. First, New Mexicans developed an acute fear of speaking up about social and political issues, especially those involving race. Worried about getting mobbed on social media, fired from their jobs, or worse, remain silent largely surrendering to public debate to those pushing these anti-American philosophies. As a result, our school system becomes one culture, without diversity of opinion.

Arguments have been constructed like a mousetrap. Disagreements with the curriculum becomes evidence of a dissenter's "white fragility", "unconscious bias" or "white supremacy". American history includes slavery and other injustices, and we should examine and learn from that history. But stating that America was founded on and defined by racism and that our founding principles, our constitution, and our way of life should be overthrown and redirected is wrong to administer into our children.

We need to employ our own moral language rather than allow ourselves to be confined by the categories of critical race theory. We often debate diversity. Diversity as most of us understand it is commonly good. We should be discussing our children aiming at excellence, a common standard that challenges people of all backgrounds to achieve their potential.

We also need to remember that parents are first and foremost the teachers and allow them to explain the context of our nation's ideals. Genuine American history is rich with stories of achievements and sacrifices that will move the hearts of our children rather than the contrast to the grim, pessimistic narrative being pressed.

Again, thank you for your time in considering redrafting the curriculum to represent what New Mexicans represent; the courage, bravery, and rewards of achievement when results are successful.

Amy Barela

--

Thank you,

Amy Barela

[EXTERNAL] In support of revised SS standards

Haussamen Lori <mlori423@yahoo.com>

Fri 11/12/2021 3:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear PED Committee,

I am writing as a mother of a 10-year-old daughter and as a social worker with 20 years of experience who has worked in education settings from early childhood to higher education. I am strongly in favor of the new social studies standards and urge you to approve them. In light of the state's legal responsibility to remedy the issues identified in the Yazzie Martinez lawsuit, there needs to be meaningful action taken towards equipping NM schools with the tools they need to teach history accurately, incorporating key events from the last two decades, integrating critical thinking into the curriculum, and acknowledge that culturally relevant curriculum isn't a luxury. It is a necessary tool if we want our students to understand themselves in relation to the world. In a global society, it's more important than ever that students possess the knowledge and skills to think about their identity, their communities, and their place in the world.

Thank you,

Lori Martinez
Las Cruces, NM

[EXTERNAL] Document shared with you: "CRT Social Studies"

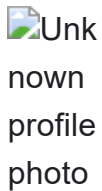
Jim New (via Google Docs) <jimbobnew@gmail.com>

Fri 11/12/2021 3:15 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Nov 12, 2021

Policy Division, Public Education Department
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Santa Fe, NM 87501
rule.feedback@state.nm.us

Jim New
4921 Chagar Court
Las Cruces, NM 88007

To the NMPED,

I write this letter to provide input on the proposed Social Studies Standards, which I think need some adjustments.

My overarching issue is the implementation of Critical Race Theory (CRT) into the NMPED Social Studies Standards. A definition of CRT from the internet

(<https://cers.leeds.ac.uk/wp-content/uploads/sites/97/2013/05/talk-the-talk-walk-the-walk.pdf>)

asserts “that society is fundamentally racially stratified and unequal, where power processes systematically disenfranchise racially oppressed people.”

CRT explains any results of processes that show disparate results between Cultural Identities are evidence of systemic racism.

The draft Social Studies Standard 7.82. directs the use of “primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.”

The 7.82 Standard directs the student to evaluate “lasting” “power relations” and “disenfranchisement.” Standard 7.82 is an exercise in CRT.

New Mexico Public Education Department Deputy Secretary Gwen Perea Warniment claims (<https://www.lcsun-news.com/story/news/education/2021/10/21/social-studies-standards-explain-ed-nmped-deputy-secretary-visits-lcps/6119933001/>) CRT is not in the draft standards. As noted above, practices and concepts of CRT are in the Standards; it is hair-splitting in denying CRT is in the Standards. “We have always understood power and oppression in social studies,” Warniment said. “Always” is a long time. I don’t recall in my youth learning of power and oppression to implement/institute systemic racism.

From the page that discusses guiding principles (Page 9):

“Incorporating major historical themes such as power, class conflict, struggle, geo-political impact, social justice, equity and diversity through content standards designed to teach these topics in developmentally appropriate ways.”

What of the “Eurocentric” theme of liberty in the history of Western Civilization, beginning with Greece, Rome, the Dark Ages, the Magna Carta, Reformation, Enlightenment, Puritans/Pilgrims Bradford seeking religious freedom, the American Revolution and the wars of the 18th-21st centuries to defeat slavery, facism, Nazism, communism and Islamism? The standards appear to provide some exposure to historical facts. However, it appears every historical fact is to be questioned in the use of telling stories, as shown by the section of Performance Standards below.

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8.44. **Develop a claim** about how opinions regarding the Proclamation Line of 1763 might have **varied depending on an individual's** occupation and geographic location.

8.45. Evaluate the effectiveness of Native American alliances during and after the American Revolutionary War as a tool to support tribal sovereignty.

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8.49. **Develop research questions** about the role of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.

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8.51. Generate historically relevant questions and hypothesize sources needed to make an argument about diverse individuals’ ability to participate in the war effort (for either side)

The message is there are no absolute facts/truths.

Wilson is the first named President. He was a Progressive aka Marxist. What of Lincoln and the Emancipation Proclamation, the Gettysburg Address, the Second Inauguration address, and what Reconstruction might have achieved but for his assassin?

What of Washington’s restraint in not ascending to be a King? What other leader in the history of the world stepped aside after leading a revolution?

What happened to E Pluribus Unum?

The word liberty appears zero times in the draft standards document, while the word power appears 40 times.

The word story/stories 10 times. Who will write/publish these stories? The Michael Brown story of “Hands Up, Don’t Shoot” has been debunked, yet it continues to be used in contemporary narratives, such as in documents discussing JuneTeenth.

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We are asking students to create fabricated history?

Shouldn’t we highlight/emphasize aspirational events in the history of the United States, with the Declaration of Independence being “the” aspirational document/event in our history?

[EXTERNAL] Social Studies Curriculum

Shelby Shahan <shelby.shahan@aps.edu>

Fri 11/12/2021 3:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it may Concern,


I am a librarian at an APS middle school here in my native state of New Mexico. I believe that the only way for our great state to progress into a place where we are providing opportunities for our citizens and our students is TO TEACH DIVERSITY. Our great state has the oldest capital in the US, we have a history like no other state and we need to be teaching the diversity of our people's history. Native New Mexicans are all too aware of the difficulties of our past, but that does not mean we ignore them.

The PED and our schools can not keep claiming that we are 21st century ready and 21st century teachers when we are teaching the discriminating ideals and curriculum of the past. Please put our students first, and choose diversity.

"You don't have to burn books to destroy a culture. Just get people to stop reading them." -Ray Bradbury

Shelby Shahan

(505)-299-4735 ex30816

 Librarian & Textbooks

Madison Middle School

3501 Moon St. NE

Albuquerque, NM 87111

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[EXTERNAL] Social studies standards -Tribal Education Alliance comments

Anja Rudiger <anjarudiger@hotmail.com>

Fri 11/12/2021 3:17 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: regis pecos <regispecos1@gmail.com>; Latham-Jimenez, Patricia <patricia@transformeducationnm.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Colleagues,

Please find attached the Tribal Education Alliance's comments on the draft social studies standards.

Sincerely,

Anja Rudiger

Anja Rudiger, Ph.D.

Leadership Institute/Tribal Education Alliance

57 East Pine Ext

Santa Fe, NM 87508

917-455-9544

<https://nabpi.unm.edu/tribal-remedy-framework.html>

Tribal Education Alliance Statement on the Draft Social Studies Standards

November 11, 2021

The Tribal Education Alliance (TEA) welcomes the draft social studies standards for New Mexico's public schools as an improvement over the one-sided curriculum that is currently taught in our schools. These new social studies standards are a first but significant step toward fulfilling the mandates contained in the *Yazzie/Martinez* court ruling of 2018. That landmark ruling obligates the State to ensure that all students enjoy a culturally relevant curriculum that reflects the diversity of New Mexico's population.

The draft social studies standards also relate to the proposals contained in the Tribal Remedy Framework (TRF), which is the collective tribal response to the *Yazzie/Martinez* court ruling, endorsed by all of New Mexico's Nations, Tribes and Pueblos. The TRF puts forward several recommendations, accompanied by legislation, to ensure that curricula, materials, and instruction at all educational levels are culturally and linguistically relevant. The All Pueblo Council of Governors (APCG) stated in 2019 (and again in 2021) that it "formally supports the culturally and linguistically appropriate recommendations" that are aligned with the court ruling (APCG resolution 2019-25).

Tribal leaders, Indian education experts, Indigenous scholars, and Native families agree that children need a culturally relevant education that accurately and comprehensively reflects the history and cultures of their communities and families. In the absence of a relevant curriculum, Native students will remain disconnected from school, and disparities in educational outcomes will persist. This is a key finding and conclusion of the *Yazzie/Martinez* court, and it has guided the efforts of the Tribal Education Alliance.

TEA hopes that all stakeholders can agree that New Mexico's education standards and curriculum must not be a whitewash. Unfortunately, the current curriculum largely continues the assimilationist approach, which alienates Native students, pushes them out of school, and depresses their academic outcomes. This is no longer acceptable. New Mexico schools must not be allowed to pretend that Indigenous communities do not or should not exist in their cultural and linguistic diversity. They must not be allowed to continue denying or denigrating the assets that Native children contribute to our State.

Therefore, TEA is glad to see that the draft social studies standards now encourage an examination of the role assimilation plays in the loss of cultural identities and language, along with an exploration of our resistance to such assimilation. We also appreciate that the new standards require a discussion of how different belief systems relate to land and resource use, and of the role of racism in the acts of land redistribution. All of those and many other topics must be included when teaching our collective history. We have waited for a very long time for these crucial updates to our education standards.

While the Tribal Education Alliance recognizes the draft social studies standards as a significant first step, New Mexico still has a long way to go. For example, further improvements to the

content of the standards should be considered, along with the Tribal Remedy Framework's proposals for institutionalizing culturally relevant curriculum development and building a technical assistance support structure to help teachers, schools, and Tribes with implementing culturally and linguistically relevant curricula and instruction.

Regarding the content of the draft standards, we note that most culturally relevant learning appears concentrated in the high school grades. There must be a greater effort to design a sequential curriculum that includes our youngest children in a culturally relevant education. We also need to see a fuller recognition of the systematic policies of genocide directed towards Indigenous people in this country. Moreover, some of the values featured prominently in the standards are at odds with Indigenous values, for example the emphasis on the concept of economic scarcity, rather than an appreciation of the abundance that nature offers to all of us.

Regarding the need for an institutional support structure to ensure the implementation of a culturally and linguistically relevant education, we would like to refer you to the proposals contained in the Tribal Remedy Framework. First, the TRF proposes two permanent Indigenous curriculum development centers housed at New Mexico's and Tribal academic institutions. By establishing such centers, the public education department (NMPED) would be able to draw on the expertise of renowned Native scholars to devise, refine, and support the development of a sequential curriculum from early childhood through to college. It has proven ineffective to hire a series of private contractors to undertake such curriculum development. Over the past two decades NMPED has pursued such a shotgun approach to the detriment of our children. Second, the TRF proposes to establish two Technical Assistance Centers for Indigenous education, modeled on the Regional Education Cooperatives that serve other constituencies. These Indigenous Technical Assistance Centers would respect tribal sovereignty while supporting Local Education Agencies, schools, teachers, and Tribes in implementing the culturally and linguistically relevant education that Native students are entitled to.

[EXTERNAL] 6.29.11 NMAC, Social Studies written feedback

Roni Booth <ronnbooth@comcast.net>

Fri 11/12/2021 3:20 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: bar-roe@comcast.net <bar-roe@comcast.net>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

November 12, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar avenue, Room 121
Santa Fe, New Mexico 87501

RE: Notice of Proposed Rulemaking to obtain input on the proposed repeal of 6.29.11NMAC, Social Studies, to be replaced with 6.29.11NMAC Social Studies, public comment

Dear Mr. John Sena:

We are writing along with others, to express our concerns with the proposed draft Social Studies standards curriculum, to express our antipathy for the implied, sometimes explicit racial ideology, and to respectfully request that you:

- 1) Extend the public comment period and
- 2) Encourage PED to submit the proposed curriculum to the State Legislature for formal, well-publicized, public hearings.

We have had numerous conversations with parents and teachers who expressed concerns over having inadequate information on the proposed changes, and having inadequate time to review the draft standards and the resources used to create those changes. We urge you to extend the review and comment period, and to submit the proposed curriculum to the State Legislature for formal public hearings which the public may attend.

Our primary concern with the proposed Social Studies curriculum is an apparent disrespect for our country's foundations and for ALL of its people, ALL people of varying races, creeds, cultures, beliefs, politics, class, background, personal identity, etc.; for which our founding documents were created in the pursuit of constant betterment, where "all [men] are created equal."

Overall and throughout, the curriculum focuses on diversity, inequity, injustice, and oppression. Americans with various and mixed backgrounds, flourish when the focus is on what we have in common. Our duty to teach our children how to get along, to cooperate, to respect others

despite our differences; must not be supplanted by a curriculum that disparages their differences, such as who has “oppressed” them?!?!?! The proposed curriculum includes copious focus on slavery and oppression, yet contains no mention of why America fought for independence, and no mention of the countless soldiers and citizens who fought to abolish slavery.

The proposed curriculum heavily emphasizes both the “global community” as well as slavery. It stresses human rights’ atrocities and inequities within the United States; yet the curriculum evades addressing the perpetuation of human rights’ violations, human trafficking and slavery amidst the global community. The exclusion of these topics, in itself, is inequitable.

We are concerned with the curriculum’s disrespect for America’s history and our foundational documents. In the current Social Studies curriculum, American History is taught. Our country’s history, as imperfect as it may be, provides evidence from the past that gives us insight into why we must behave as a civil nation. Teaching a broader range of topics is forward thinking, but in ignoring the data, the facts of the past, we risk losing our understanding of why we as a society have changed, and why our most important basic tenets have remained.

- The curriculum should first provide historical context before adding contentious and difficult topics.
- The proposed curriculum must present significant American historical events and figures.
- Children should be taught the meaning of the Pledge of Allegiance, what it means to be a citizen of the United States and that standing together as a nation is important. Students should be allowed to continue the non-compulsory recitation of the Pledge.
- The names of specific documents - “The Bill of Rights” and “The Declaration of Independence” must be capitalized. Treating the names of these documents as common nouns is as disrespectful as addressing our Governor as governor michelle.

We are also concerned with use of language and rhetoric within the proposed standards. An entire section of the Social Studies curriculum is entitled, “Ethnic, cultural, and identity standards”. This is a concocted concept: “Identity Standards”; what is it doing in curriculum? How does NMPED attempt to define what “identity standards” are in education? Are our children to be branded?

Rhetoric such as: “critical consciousness”, “community equity”, “global community”, social identity”, “reconciliation”, and “implicit bias” indicate a politicized educational agenda.

Many terms and concept titles are devices, subterfuge that give an educator opportunity to teach one's own beliefs over historical facts. There are loopholes within the curriculum where a student's education might be manipulated by a teacher, an administrator, or another to present one's own agenda.

Proposed 6.29.11.21 (A)(1)(i) "...evaluate what an efficient, equitable, and just economic system would look like in the U.S." Comment: What standard indicates what/who defines equitable and just economic system?

Proposed 6.29.11.11(E)(2), 6.29.11.15(E)(7), 6.29.11.15(E)(12) "...justice and fairness", "unequal power relations", and "past and current injustices". Comment: While these can be debated and discussed, these topics are highly subjective. For these concepts to be included as an "Anchor Standard" within the topic of "Identity Standards" leaves far too much room for interpretation. A child's identity is formed by their interactions, experiences, their own history; attempting to teach a child what their identity should be by interpretation or another's past is dishonest and manipulative.

Proposed 6.29.11.10(E)(1)(a), 6.29.11.11(E)(1)(a) "expressing a positive view of themselves without being mean or making other people feel bad..." Comment: While a student can choose their words, they cannot control how others feel. It is highly inappropriate to make one student responsible for "other people's feelings". This does not belong in curriculum.

Proposed 6.29.11.15(E)(3) "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". Comment: This seeks to divide students based on what is perceived as a social identity. Barriers as well as access, has traditionally, or is optimally, directly related to personal characteristics and may be bolstered by a demographic, not a social identity. Using this rhetoric in educational materials has direct potential to be propagandist. Just as Proposed 6.29.11.15(E)(8) "brainstorming ways in which New Mexico might heal from past and current injustices" Informing young students that they "might heal from...injustices" makes them victims without their consent. Education shall not teach victimization. Why not use the opportunity to teach the benefits of collaboration for a community in duress?!

Proposed 6.29.11.21 (A)(1)(gg) “examining the history of guns in America as compared to other world powers and the consequences of gun violence...”

Comment: To examine the history of guns in America, one would include the Constitution and its Bill of Rights. This examination of history would include the reason Americans have had guns, protected their rights to have guns, and include how this has protected them. An appropriate examination would also include what has happened to citizen’s rights in countries where they do not possess the right to protect themselves, how violence is not extinguished just because rights are removed, and how it is the “violence” of the law breakers that is the problem, not the gun. To use the rhetoric “gun violence” is inappropriate, a gun does not commit violent acts, a criminal does. This is an important lesson for any student.

Proposed 6.29.11.21 (A)(1)(ii) “examining anti-immigrant sentiment in the United States...”

Comment: It would be far more appropriate and relevant to discuss “anti-illegal-immigration” sentiment since that is the more pertinent issue. Many Americans are here as a result of the legal immigration process and don’t oppose it; on the other hand, students would benefit from learning how unlawful migration affects their nation and their state. They would also benefit from learning about atrocities across the globe that create refugees, and the importance of American humanitarian efforts to aid the people suffering humanitarian atrocities.

Proposed 6.29.11.23(A)(1)(d) “...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”

Comment: This can be highly refuted. While the media hasn’t been honest about reporting, statistics and studies disprove many of the “systemic inequity” arguments. Many opportunities are afforded by individual economics, fortune, merit, tenacity, etc. These things are better indicators of opportunity, not “identity groups”; and we are appalled that education is teaching about “privilege” without talking about how anyone in America is far more “privileged” than others in the “global community”. This does not belong in high school education. Leave the debate for college!

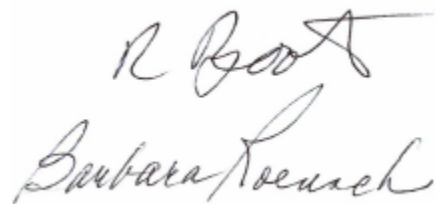
An attempt to select the most egregious items in the proposed Social Studies curriculum, admittedly has been difficult. Though we take no issue with re-evaluating curriculum to update the most recent events that expand on our history and shape society, we disagree with revising data and omitting facts - basically eliminating evidence needed to determine how we came to behave as we do in today's world. Additionally, we see the manufactured terms and manipulated meanings to teach a conflated agenda as unacceptable.

Some proposals are reasonable updates while others are quite contentious, inappropriate, or otherwise, dishonest and disrespectful. We believe a redraft of the entire curriculum is in order; and that each and every occurrence of "Ethnic, Cultural, and Identity Standards" should be removed.

The proposed curriculum fails to provide a balanced history. It fails to provide positive attributes of the United States of America, of the State of New Mexico, and of its people. Students in this state should be taught what makes them exceptional human beings, and we will support curriculum revisions that teach Our History: a history that includes the good and the imperfect; a history that shows the dilemmas and perseverance of our ancestors, and a history that celebrates our identities. An understanding of history can encourage students to become responsible citizens of our state, our nation and the global community.

We appreciate your dedication to education, and to our youth - Our Future.

Respectfully,

The image shows two handwritten signatures in cursive. The first signature is "R Booth" and the second is "Barbara Roensch".

Roni Booth and Barbara Roensch

[EXTERNAL] NM Social Studies Standards

Jim New <jimbobnew@gmail.com>

Fri 11/12/2021 3:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Nov 12, 2021

Policy Division, Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501
rule.feedback@state.nm.us

Jim New
4921 Chagar Court
Las Cruces, NM 88007

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[EXTERNAL] Proposed Social Studies curriculum

Anthony klesert <tklesert@mac.com>

on behalf of

cklesert@mac.com <cklesert@mac.com>

Fri 11/12/2021 3:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I support the proposed new NMPED Social Studies Standards and urge you to implement them. The United States of America is a great country; great enough to face the truth about our past, both the admirable and the shameful. How can we continue to grow and improve as a people if we don't take an honest at how we got here, note the many achievements and sources of pride, but also acknowledge the failures and the room for improvement? History lessons that only make us feel good about ourselves are not history, they are fairy tales. Worse, they are propaganda.

Thank you.

Claudia Klesert

929 Adams St NE

Albuquerque, NM 87110

[EXTERNAL] Comments on proposed social studies standards

Oriana Sandoval <orianarsandoval@gmail.com>

Fri 11/12/2021 3:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear PED:

I am writing as a parent of children who attend public schools in the APS district, as well as a graduate of New Mexico public schools to voice my strong support for the updated social studies curriculum standards.

The proposed standards achieve the following important objectives:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

Furthermore, it is imperative that the PED update their social studies standards in order to comply with the landmark lawsuit, Yazzie/Martinez v. State of New Mexico.

Additionally, the state's standards for the K-12 social studies curriculum have not been updated since 2001. This means that New Mexico students are missing 20 years of education research, teaching best-practices, curriculum updates, and more.

We must ensure NM's students receive the education possible.

Sincerely,

Oriana Sandoval

[EXTERNAL] Support for adopting new K-12 Social Studies Standards

Sunflower H Chirieleison <SChirieleison@salud.unm.edu>

Fri 11/12/2021 3:24 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a parent of two APS middle school students and a health care provider, I strongly support the adoption of the newly drafted K-12 Social Studies Standards. The newly drafted standards focus on inclusion, social justice, and tribal sovereignty, which I believe are paramount to sustainable futures for our children and our communities.

Thank you for your consideration,

Sunflower H. Chirieleison, MPT, SCCE
Physical Therapist
Rehabilitation Services
The University of New Mexico Hospitals
2211 Lomas Blvd NE
Albuquerque, NM, 87106
SChirieleison@salud.unm.edu

[EXTERNAL] TESTIMONY SENT AT 3:25 PM

Evelyn A. Early <earlyea@gmail.com>

Fri 11/12/2021 3:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

rule.feedback@state.nm.us

I am Evelyn A. Early, Ph D and retired diplomat. My grandson Jordan F. Early, who is 75 per cent indigenous, is a kindergartener in Montezuma school. I want to thank the school and its staff for all they do for our students – particularly at a time when there are no substitutes available—overextending our teachers. (Full disclosure: I am Anglo ; my adopted daughter is Honduran and thus Jordan is majority South American indigenous. I am Jordan’s legal guardian. _

I am writing this because I must leave at 3:20 to pick up my grandson and there are dozens of people ahead of me in the public hearing. I am writing this quickly and wish I could have been more comprehensive.

I strongly support the effort to update our social science standards and hope that parents appreciate that most teachers are not/not “pushing their own narrative” and indeed if they are , they should not be in the classroom. As I listen to testimonies which are tossing around terms like identity and culture, I wish I could have spoken in the hearings to the importance oof such concepts in exploring the diversity of the US and of NM.

In fact, as a diplomat one of our most important messages was the diversity of the US. Another message was the important role of freedom of speech, judgement , and healthy skepticism in American society. Like many others, Jordan does not have the grandmother described by Dr. Sabloff and Jordan will learn much from the APS. I am delighted that Jordan can go to the Albuquerque Indigenous program tomorrow!

When I hear comments like certain kinds of “theories” teach that “our nation is bad” I am reminded of all the times as a diplomat that foreign nationals told me after some presentation that presented both sides of a topic, that they were impressed by the American practice of looking at all sides of an issue and by our allowing freedom of expression.

Indeed, one of the practices that makes our nation a shining light for the world is our practice of allowing open discussion and of protecting the rights of minorities to express their identities.

I find it ironic that two trends that have made our nation great – allowing our people/our students to discuss social and other issues, and furthering our understanding of our national diversity – are two trends being attacked today in this hearing.

Thank you to the PED and to all the educational community for developing these standards and for allowing an open discussion of same.

Thank you to all the people who took the time to testify and for those of you who oppose the idea of open

discussion in classes (using terms like indoctrination for same) and who oppose study of diversity, I hope that you might take a moment to ponder how this has made our nation great.

--

Evelyn A. Early
earlyea@gmail.com

[EXTERNAL] Public Comment on Social Studies Standards

Mike Loftin <mloftin@homewise.org>

Fri 11/12/2021 3:26 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

New Social Studies Standards

My name is Mike Loftin and I am the CEO of Homewise, a non-profit community development financial institution that has helped over 5,000 New Mexico families purchase their first home. We support adding personal finance standards to the social studies standards as a way to help our children develop financial skills that will serve them well throughout their lives.

Over 75% of households who come to Homewise for help in buying a home cannot qualify for a good mortgage when they first contact us. Our financial coaches work with them to improve their credit, increase their savings, and/or reduce consumer debt. Sometimes this process takes months and sometimes it takes years. Much of the time the need to for this financial coaching was caused mistakes made in getting and using credit that damaged their credit history or burdened them with excessive, and, at times, predatory debt. A better understanding of personal finance could have prevented many of these mistakes and avoided unnecessary financial hardship.

We urge the Public Education Department to include personal financial standards into the social studies standards that you are considering.

Thank you.

**Mike Loftin**

Chief Executive Officer

phone: 505.660.3354 (mobile)

www.homewise.orgEmail: mloftin@homewise.org

[EXTERNAL] Proposed repeal of 6.29.11 NMAC, Social Studies, to be replaced with 6.29.11 NMAC, Social Studies

sifter-diesels.0y@icloud.com <sifter-diesels.0y@icloud.com>

Fri 11/12/2021 3:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As the parent of an APS high school student I fully support the update to 6.29.11 NMAC, Social Studies.

New Mexico is long overdue for an update to the NMAC, Social Studies, and now we have the opportunity to better represent the state's diversity in our academic content, to help reduce division and prejudice in future generations. As Winston Churchill paraphrased George Santayana "Those who fail to learn from history are doomed to repeat it." We must learn history from the various perspectives involved to have a clear understanding of how our past effects our present. This is how we improve our chances for a better future, united for all.

Sincerely,

Tony G.
Albuquerque, NM

[EXTERNAL] social studies

doug puryear <mkpdp@live.com>

Fri 11/12/2021 3:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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this is real progress, great. help the teachers implement it.
thanks

Doug Puryear

[Alma Means Soul: a novel](#)

[Your Life Can Be Better: Using Strategies for Adult ADHD](#)

[EXTERNAL] Opposition to rule changes**Ben Harvey** <benh@jjhc.org>

Fri 11/12/2021 3:29 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am strongly opposed to all the rule changes being considered today. The new social studies standards are full of critical race theory. The rule changes for school board members make it even more difficult for school board members to do their jobs.

Unfortunately I believe that regardless of the type or quantity of comments you receive today, you will pass all rules regardless of public opinion.

Ben Harvey

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[EXTERNAL] Subject: 6.29.11 NMAC, Social Studies

Penny Bird <pennybirdsd@gmail.com>

Fri 11/12/2021 3:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** Vigil, Francis <indigeducation1@gmail.com>; Samuel Villarreal Catanach <samyuel.c@gmail.com>; Pino, Sarah <sarah_pino@msn.com>; Patrick Werito <patrick@dlenm.org>; Loretto, Arlene <lorettoarlene@yahoo.com>; Felice Lucero <lucero.felice4@gmail.com>; Shannon Johnson <shanjohnson4@yahoo.com>; simonec@pojoaque.org <simonec@pojoaque.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I was able to make public comments during the hearing, but three minutes are not long so shorted them. Attached are my comments in full. Please document them for the record. Thank you.

November 12, 2021

John Sena, Director
NMPED Policy Division
300 Don Gaspar Ave.
Santa Fe, NM 87501

Dear Mr. Sena:

I am a retired educator of over 40 years in public, BIA /BIE and higher education. One of my earliest teaching experiences was teaching Pueblo History when esteemed historian from Jemez Pueblo, Joe Sando, was not able to teach during one year at the University of New Mexico. It provided me time to look into the New Mexico (NM) history that was being taught in NM's schools, as I knew Native American (NA) history was not being taught while I was in school. I found the subject area seriously lacking information about the tribes in NM much less those of indigenous people in the United States and around the world. This early experience was brought back to light from the study conducted by the Indigenous Education Study Group when we were contracted by Eight Northern Pueblos to conduct a study on NM's public schools. We produced a document titled *Indian Education 2025*, with findings and recommendations that were/are important for the NMPED to consider. The focus groups we conducted of teachers, administrators, parents and NA students in public and charter schools brought forward issues of educational importance in all areas. Especially vocal were the students who shared their stories about the old texts, misinformation and lack of information about their communities. Therefore, in remembering those voices, I am totally in favor of adopting the proposed Social Studies Standards (6.29.11. NMAC, Social Studies).

My reasons for supporting the proposed standards are many, in particular the following:

- The standards have needed revision for many years, 20, is the last I heard;
- Much has happened in NM, the United States and the world that are not given attention in the current NM social studies standards;
- Not all people are included in the current standards; it is still a "conquerers" type perspective that is prevalent;
- The proposed standards not only address the recent Yazzie/Martinez suit and ruling, but the teaching of NA history which was a priority of tribes when the Indian Education Act (IEA) of NM was legislated. As the first Assistant Secretary for Indian Education in 2003, one of the first actions we undertook was to partner with the Museum of Indian Arts and Culture to begin the development of a history curriculum that would stay true to tribal knowledge and perspectives; this is still a need that has to be shared with all schools in NM; and,
- Knowing some of the teachers and faculty who assisted with the development of the standards, they are well respected professionals and they are respected professionals who are to be trusted in the development of the proposed standards.

I have reviewed the standards, and while I would include much more on the NA topics if I were to teach them again, this is a step in the right direction. For one, I appreciate that students are

given more credit for learning and developing thinking and communication skills that are so important to discussing the important matters that impact our communities, our people, our knowledge of history, economics, government, policy development, etc. They can learn to sift through too much bad information and get to the heart of matters with genuine reflection and interaction with their peers to better solve and live in the future they are helping to build. Most importantly, as an officer in the New Mexico Tribal Language Consortium, and many other speakers of our treasured Native languages, much of the social studies standards can be taught in our languages. This is a positive and valuable way to partner with NA communities and parents in the schools. It is the subject area that can delve into our history, government, philosophy, policy, culture and environment, and at long last put our knowledge on an equitable level of curriculum that can be taught to all students.

I appreciate the work that has been given to the proposed standards and urge the NMPED to adopt them as a working document that we may all learn from. Thank you for considering my thoughts and comments.

Respectfully,

Carlotta Penny Bird

(Carlotta Penny Bird)

Citizen of Santo Domingo Pueblo, New Mexico and the United States of America

[EXTERNAL]

Hayley Klein <hsnowklein@gmail.com>

Fri 11/12/2021 3:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please see attached comments on the Proposed Social Studies standards.

Thank you for allowing us the opportunity.

Hayley Klein

Date: November 12, 2021

To: Dr. Kurt Steinhaus, Secretary Designate
Policy Division
NM Public Education Division
300 Don Gaspar Avenue
Santa Fe, NM 87501

From: Hayley Klein, parent and concerned citizen

I thank you for the opportunity to provide comment. I do believe history can be taught in a more engaging and thoughtful way in our public schools. As a person who grew up in the system and finished high school in a private international school, I was able to see differences in teaching methods. Having raised a child in the public school system who is profoundly interested in history I can see that he might have had better opportunities at certain points in his education to learn and analyze history in a way more effective than just memorizing dates. I would argue that any weakness in the system was much less about the current standards than teachers who were more or less engaged in the subject matter.

I was surprised to see the standards jump from approximately 30 pages to 130 pages. In my mind, this is far too much to process as a set of standards. How can we not identify our standards in fewer pages? My interpretation of the proposed standards is more a what-to and how-to teach outline of a system of beliefs that upend a lot of progress our country has made in bringing people together over the last several decades. There are many points in the proposed standards that imply certain positions are commonly accepted as the dominant trait of our society.

Throughout the document, the proposed standards point out division and negativity:

- “Inherent bias in maps” as opposed to understanding our boundaries, how they were formulated and what they mean to us culturally.
- “Examine how and why diverse groups have been denied equality” – a very interesting subject, but what about also examining the other side of that, the road the country has taken to break barriers.
- “The Red Scare” is excellent subject matter, but is part of a larger story of a relationship among superpowers of the time. The Red Scare is one piece of the larger story.
- Gun violence is also an interesting subject, but why isn’t the standards more along the lines of our Constitution and current national issues that challenge our Constitution.
- How did the writers of the proposed standards determine which historical figures to mention by name as a standard to understand? I can think of many historical figures who were instrumental in shaping our country in positive and negative ways who are not named here. Why?
- Proposed standards for the Kindergarten level begin with establishing differences among students, which does not feel age appropriate and begins a long educational career for every student by focusing on what sets up apart from one another more than bringing young people together.

There are many examples of standards throughout the document that seem to focus on just one side of large and significant pieces of our history with the intent to point out division and imply one side is wrong and one side is right. Moreover, many of the standards identified in this proposal are merely assignments, which are not standards but directives to teach a specific lesson in a specific manner. This

does not allow flexibility for our educators to deliver the best education and form of teaching for the environment in which that teacher works.

I am discouraged to see that a document is expanded by 100 pages and still misses so much of our history and progress to focus on specific messaging about negativity, division and oppression rather than encouraging conversation about the positives and negatives of every piece of our history. In an honest conversation about any history there are many sides and many lessons to learn. All of it is critical to our worldview. Unfortunately, these standards read as very single-minded and give the system too much in the way of identifying and categorizing our youth into over-simplified arenas rather than celebrating our character traits that contribute to American society and how they bring us together.

Thank you for your consideration of New Mexicans' concerns.



Hayley Klein
hsnowklein@gmail.com

[EXTERNAL] New proposed social Studies Curriculum

Becky Hurford <hurfordbc@yahoo.com>

Fri 11/12/2021 3:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear PED,

It certainly appears to me that this new curriculum will only create division, miss-trust and strife in families, communities, our state and our nation. Certainly the curriculum needs updating, but that should consist of updated information on events founded in solid, time proven, fact, with equal representation of both sides of the events, without bias.

It is the pervue of parents alone to teach their children their heritage and identities, their world view, how they might respond to events concerning them, and certainly any gender or sexuality issues.

Our children are failing because they are not being taught up to date facts in every subject, and how to think, rather than what to think. The goal of education should be to prepare children to work hard, be honest, treat others well, be people of character, show respect to others, respect authority, strive for excellence and give others a helping hand. They particularly should be taught truth, taught to value truth and taught to demand truth. There will be no time for an excellent education if focuses are drawn elsewhere. This new curriculum will do exactly that.

Thank you,
Rebecca Hurford

[EXTERNAL] social studies curriculum changes

MARGUERITE DIMAS <margdimas@msn.com>

Fri 11/12/2021 3:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a retired educator and psychologist, I heartily endorse the new changes to the social studies curriculum. I recommend that there be a strong teacher education component.

Marguerite Dimas, MS, LPCC
Santa Fe, NM 87507
505.690.7881

Sent from [Mail](#) for Windows

[EXTERNAL] 6.29.11 NMAC, Social Studies

David Greenberg <dgreenberg@neanm.org>

Fri 11/12/2021 3:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Mr. Sena,

I am writing in support of the revised New Mexico social studies standards. I am a former New Mexico educator. I taught high school social studies, including US and World History. The inclusion of ethnicity, culture, and identity is a welcome addition to the state social studies standards. Thanks to the NM PED and the Revision Committee for their hard work improving and revising the standards to bring them up to date, and to ensure they are relevant and culturally responsive for students throughout the state.

I encourage our state to adopt these revised standards as soon as possible,

Dave

--

Dave Greenberg
Executive Director,
Center for Community Schools
NEA-New Mexico
410-236-7978

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[EXTERNAL] Feedback on Proposed Social Studies Standards

Kristy Crockett <kristy_crockett@yahoo.com>

Fri 11/12/2021 3:35 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 11, 2021

Mr. John Sena

Policy Division

New Mexico Public Education Department

VIA E-Mail

My name is Kristy Crockett, I am the parent of a two students, 1st and 9th graders, currently enrolled in Artesia Public Schools. I am also a lifetime resident of New Mexico. I am a college graduate with years of post-secondary studies in science, accounting, and business management.

I want to express my concerns about the proposed social studies standards. First, I want to address my concerns with comments made by NMPED staff.

Dr. Gwen Perea Warniment, Deputy Secretary of Teaching, Learning and Assessment, stated in an interview on November 10th with KRQE news, "I want to be very clear; the standards do not have any critical race theory. They are not taught in a K-12 setting." She also stated in this interview that historical accuracy and CRT are two different things and are often confused.

I find these statements by Dr. Perea Warniment troubling. There is a significant difference between historical facts and a theory.

Merriam-Webster defines

theory

- : as an idea or opinion that is presented as possibly true but that is not known or proven to be true
- : an idea or set of ideas that is intended to explain facts or events
- : a hypothesis assumed for the sake of argument or investigation
- : an unproved assumption

facts

- : something that truly exists or happens
- : something that has actual existence
- : a true piece of information
- : a piece of information presented as having objective reality

To suggest that historical accuracy can be confused with critical race theory (CRT) is asinine. Comments like this are a direct reflection of how out of touch the leadership of our state education system is with the residence in our state.

I am glad we can agree that CRT is a theory that should not be taught in a K-12 setting. I respect our education system for their desire to improve the standards used in our schools. New Mexico has a long history of being one of the worst states for education. This reputation plagues our high school graduates along with their ability to acquire scholarships and opportunities within post-secondary schools. Improving the quality of education in our state needs to be a priority.

The proposed changes to the social studies standards, while viewed as inclusive by NMPED, are extremely concerning to me as a parent. I've read these proposed standards numerous times(yes I printed every page), and each time I am appalled by the bias language, negative connotations, distorted singular point of view, and direct elimination of historically important people, places, and dates. The proposed standards have been written in assignment format, directing exactly how and what is to be taught to students. Curriculum standards were designed to offer guidance and factual bullet points of importance.

The following standards are direct examples of the issues I mentioned above:

K.4	2.13	5.10	6.15	7.11	7.74
K.5	2.15	5.12	6.16	7.21	7.76
K.22	2.16	5.30	6.20	7.28	7.78
K.23	2.27	5.31	6.22	7.38	7.82
K.24	2.28			7.47	7.92
K.25	2.29			7.49	7.93
	2.5			7.59	7.94
1.12	2.6			7.60	7.98
1.23				7.61	7.103
1.3	3.11			7.68	
1.4	3.12			7.72	
	3.27				
	3.28				
	3.29				
	4.25				
	4.26				
8.5	8.34	9-12.Civ.17		9-12.US.13	9-12.US.35
8.7	8.35	9-12.Civ.32		9-12.US.14	9-12.US.36
8.12	8.37	9-12.Civ.38		9-12.US.15	9-12.US.37
8.16	8.43	9-12.Civ.40		9-12.US.16	9-12.US.38
8.18	8.46			9-12.US.17	9-12.US.39
8.19	8.48			9-12.US.18	9-12.US.40
8.20	8.49	9-12.WH.34		9-12.US.19	9-12.US.41
8.21	8.5	9-12.WH.35		9-12.US.20	9-12.US.42

8.23	8.55	9-12.WH.36	9-12.US.21	9-12.US.50
8.29	8.58		9-12.US.22	9-12.US.53
8.30	8.66	9-12.NMH.18	9-12.US.23	9-12.US.56
8.32	8.68	9-12.NMH.26	9-12.US.24	9-12.US.69
	8.69	9-12.NMH.27	9-12.US.25	9-12.US.83
	8.70	9-12.NMH.47	9-12.US.26	9-12.US.87
	8.72	9-12.NMH.48	9-12.US.27	9-12.US.95
	8.74		9-12.US.28	9-12.US.104
	8.76	9-12.Econ.24	9-12.US.29	9-12.US.106
	8.78	9-12.Econ.27	9-12.US.30	9-12.US.113
	8.79	9-12.Econ.48-175	9-12.US.31	9-12.US.116
	8.80		9-12.US.32	9-12.US.118
	8.81	9-12.ECI.13	9-12.US.33	9-12.US.122
	8.83	9-12.ECI.14	9-12.US.34	9-12.US.123
	8.90	9-12.ECI.16		9-12.US.129
		9-12.ECI.18		9-12.US.130
		9-12.ECI.19		9-12.US.132
		9-12.ECI.21		9-12.US.134
		9-12.ECI.22		9-12.US.135
				9-12.US.136

In the proposed standards from Kindergarten to High School:

- the word “group” or “group identity” appears 26 times
- approx. 35 of the standards are written as assignments
- the words “oppressed” or “oppressor” appear multiple times

Please know I am not against making changes to our curriculum to include the cultural diversity of our state, country, or world. I come from a multicultural family.

One of my issues with some of the proposed standards listed above remove student ability to choose assignment topics, this is what makes education fun. The diversity of project topics and class presentations are how our students learn to respect each other and they learn how to express themselves. The wide variety of essays written, and projects created are intriguing. I love to see and understand our world through the eyes of others. Standards that facilitate an expressive opportunity for every student are essential.

The proposed standards will place education in a very small specific box which will result in a generation that will lack imagination, individualism, diversity, acceptance, and respect for others.

The proposed standards remove essential values that teach fairness, loyalty, patriotism, good citizenship, fair play, and trustworthiness. In elementary schools we need to reinstate standards that teach children to take turns, share, and accept responsibility for their actions. The proposed standards are so focused on teaching young children to identify their groups and evaluate other people into group identities that we've missed the basic foundations of creating respectable human beings.

Civics, Economics, Geography, History, and Cultural/Ethnic Diversities are vital to the future of our society, the good and bad. People that came before us made mistakes. They also triumphed. From chaos and conflict, heroes arose. We had leaders with visions and dreams that impacted our world. No one is perfect. No generation will ever be perfect. We can teach cultural, ethnic, and racial diversity without forcing the ideology and political views of either side. When we stop teaching the whole story from multiple viewpoints, it stops being social studies.

I have read the following public comments in detail, and I agree with the suggested edits proposed. Please consider the recommended edits submitted in the following individuals and the email address comment was submitted:

- Danny Parker – dannykpark@gmail.com
- Artesia Public Schools - Social Studies Department
- Michael Campbell – camp_pecos@gmail.com

Thank you for your consideration on these matters,

Kristy Crockett

Concerned Parent

kristy_crockett@yahoo.com

November 11, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department

VIA E-Mail

My name is Kristy Crockett, I am the parent of a two students, 1st and 9th graders, currently enrolled in Artesia Public Schools. I am also a lifetime resident of New Mexico. I am a college graduate with years of post-secondary studies in science, accounting, and business management.

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proposed standards have been written in assignment format, directing exactly how and what is to be taught to students. Curriculum standards were designed to offer guidance and factual bullet points of importance.

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8.12	8.37	9-12.Civ.38		9-12.US.15	9-12.US.37
8.16	8.43	9-12.Civ.40		9-12.US.16	9-12.US.38
8.18	8.46			9-12.US.17	9-12.US.39
8.19	8.48			9-12.US.18	9-12.US.40
8.20	8.49	9-12.WH.34		9-12.US.19	9-12.US.41
8.21	8.5	9-12.WH.35		9-12.US.20	9-12.US.42
8.23	8.55	9-12.WH.36		9-12.US.21	9-12.US.50
8.29	8.58			9-12.US.22	9-12.US.53
8.30	8.66	9-12.NMH.18		9-12.US.23	9-12.US.56
8.32	8.68	9-12.NMH.26		9-12.US.24	9-12.US.69
	8.69	9-12.NMH.27		9-12.US.25	9-12.US.83
	8.70	9-12.NMH.47		9-12.US.26	9-12.US.87
	8.72	9-12.NMH.48		9-12.US.27	9-12.US.95
	8.74			9-12.US.28	9-12.US.104
	8.76	9-12.Econ.24		9-12.US.29	9-12.US.106
	8.78	9-12.Econ.27		9-12.US.30	9-12.US.113
	8.79	9-12.Econ.48-175		9-12.US.31	9-12.US.116
	8.80			9-12.US.32	9-12.US.118
	8.81	9-12.ECI.13		9-12.US.33	9-12.US.122
	8.83	9-12.ECI.14		9-12.US.34	9-12.US.123
	8.90	9-12.ECI.16			9-12.US.129
		9-12.ECI.18			9-12.US.130
		9-12.ECI.19			9-12.US.132
		9-12.ECI.21			9-12.US.134
		9-12.ECI.22			9-12.US.135
					9-12.US.136

In the proposed standards from Kindergarten to High School:

- the word “group” or “group identity” appears 26 times
- approx. 35 of the standards are written as assignments
- the words “oppressed” or “oppressor” appear multiple times

Please know I am not against making changes to our curriculum to include the cultural diversity of our state, country, or world. I come from a multicultural family.

One of my issues with some of the proposed standards listed above remove student ability to choose assignment topics, this is what makes education fun. The diversity of project topics and class presentations are how our students learn to respect each other and they learn how to express themselves. The wide variety of essays written, and projects created are intriguing. I love to see and understand our world through the eyes of others. Standards that facilitate an expressive opportunity for every student are essential.

The proposed standards will place education in a very small specific box which will result in a generation that will lack imagination, individualism, diversity, acceptance, and respect for others.

The proposed standards remove essential values that teach fairness, loyalty, patriotism, good citizenship, fair play, and trustworthiness. In elementary schools we need to reinstate standards that teach children to take turns, share, and accept responsibility for their actions. The proposed standards are so focused on teaching young children to identify their groups and evaluate other people into group identities that we’ve missed the basic foundations of creating respectable human beings.

Civics, Economics, Geography, History, and Cultural/Ethnic Diversities are vital to the future of our society, the good and bad. People that came before us made mistakes. They also triumphed. From chaos and conflict, heroes arose. We had leaders with visions and dreams that impacted our world. No one is perfect. No generation will ever be perfect. We can teach cultural, ethnic, and racial diversity without forcing the ideology and political views of either side. When we stop teaching the whole story from multiple viewpoints, it stops being social studies.

I have read the following public comments in detail, and I agree with the suggested edits proposed. Please consider the recommended edits submitted in the following individuals and the email address comment was submitted:

- Danny Parker – dannykparker@gmail.com
- Artesia Public Schools - Social Studies Department
- Michael Campbell – camp.pecos@gmail.com

Thank you for your consideration on these matters,

Kristy Crockett
Concerned Parent
kristy_crockett@yahoo.com

[EXTERNAL] SUPPORT Revised Soc Studies Standards

Lois Meyer <lsmeyer@unm.edu>

Fri 11/12/2021 3:37 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Lois Meyer <lsmeyer@unm.edu>

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The pushback against the revised Social Studies standards is deeply disturbing, or should be, to anyone who cares about meaningful and Constitutionally "sufficient" education for all NM public school students, as the Yazzie-Martinez lawsuit requires.

It is sadly ironic that on Nov. 4 the *ABQ Journal* (pA13) publicized Rep. Rebecca Dow's (Republican, Truth or Consequences) scathing claim that the revised standards encourage "division and victimhood among our diverse populations," and instead "students should be encouraged to understand we are all Americans and everyone has opportunity for economic advancement based on the principles of family, education and work."

If her claims are true, how does she explain today's *ABQ Journal* article (pA5) "in honor of Veterans Day", that "Black service members who fought on behalf of the nation during World War II were denied benefits or prevented from taking full advantage of them when they returned home from the war." Or the stunning new NMPBS documentary, *American Exile*, to be broadcast Nov. 18, documenting two Chicano Vietnam vets who were multiply honored and medaled for heroism but who suffer disabling PTSD, and 50 years later have recently received deportation letters, which they are fighting. If deported, all their military benefits will be terminated. Both of these unconscionable anti-vet actions are now challenged by Democratic legislation. Just where are the "opportunities for economic advancement" Rep. Dow claims "every American has"?

It is her kind of demeaning unhistorical approach that the Yazzie-Martinez lawsuit demands the State of NM correct immediately in order to stop damaging the education of over 70% of public school students, especially those who are economically disadvantaged, English learners, Native American students, and Special Education students. These students have never been taught a content the tells their truths in ways that are meaningful to them.

I'm struck that today we see multiple billboards in ABQ saying that one of our private schools teaches "not what to think, but how to think." This is exactly what our school curricula should teach by presenting documented truth, even multiple versions of contested truth, and enabling students to probe and question and seek the best answers they can, until more accurate truth is uncovered. This is not some "socialist" approach or philosophy; rather it is the finest processes of historical thinking and investigation.

It seems clear that Rep. Dow and others of her Republican colleagues could benefit, not by spouting "what to think", but by humbling setting about to learn "how to think," and therefore, how to legislate and govern.

Lois M. Meyer, PhD, Professor Emerita
Dept. of Language, Literacy & Sociocultural Studies, UNM
Tel: 505-225-0022

[EXTERNAL] Comment on K-12 Social Studies Standards-OPPOSE

Ryan Hedin <rhedin79@gmail.com>

Fri 11/12/2021 3:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing to oppose the adoption of the new k-12 Social Studies standards. As a parent of three children currently enrolled in public school I cannot express enough my disappointment that the PED is so obviously using our kids to advance a political agenda.

As a parent I want to immerse my kids in history, good and bad, and do not shy away from teaching them about the human rights injustices that have occurred in our country. However, it has become quite clear reading the proposed standards that what the PED is doing is not engaging school aged kids on our country's troubled history, rather they are moving to adopt more of the divisive tactics that seek to divide kids by race, gender, ethnicity etc.

Additionally, having social studies standards formulated by social justice academics does not lend credibility to this process or to the standards. If I am not mistaken, the common core standard adoptions took almost a year to complete. Why is this being rushed?

I strongly urge the PED to rework these new standards and to include a more diverse group of stakeholders that truly care about New Mexico's school children rather than advancing a political agenda.

Ryan Hedin

[EXTERNAL] Commentary

Judith Flores Carmona <judithfc@nmsu.edu>

Fri 11/12/2021 3:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon, I'm Dr. Judith Flores Carmona. I fully support the proposed social studies standards. I am the Interim Director of Chicano Programs and associate professor of education and borderlands and ethnic studies at New Mexico State University.

These updated standards are a step forward in addressing the Yazzie/Martinez ruling and mandates, furthermore, it is a timely and needed change for New Mexico students to feel included and represented in the curriculum, to feel like they belong and that their diverse experiences and realities are accurately reflected in their educational experiences historically and currently. In my over 20 years of teaching experience and in my current work with the Las Cruces Public Schools and Cuba Independent School District—I am certain that most teachers I have worked with are ready to change the narrative to one that is inclusive and equitable for all students.

However, teachers and school leaders need a Higher Education that prepares them for a new education, a culturally relevant and sustaining professional development, and new content and materials that reflect all of New Mexico's voices... and we are prepared to partner in this work with the state's school districts. I thank you on behalf of all the teachers, parents, and students whom I've been in contact with these last 9.5 years in New Mexico. I love this state and it is time for a change. Gracias. Thank you.

Dr. Judith Flores Carmona

Associate Professor (she/her/s/Dra)

Interim Director of Chicano Programs

(575) 646-4206

Borderlands & Ethnic Studies Affiliated Faculty

Honors College Faculty Fellow

NMSU Faculty Grievance Review Board

[EXTERNAL] GACC Public Comment - Social Studies Standards and Personal Finance

Terri Cole <tcole@greaterabq.com>

Fri 11/12/2021 3:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Norman Becker <becker_norm@yahoo.com>

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Good afternoon,

Please find attached the Greater Albuquerque Chamber of Commerce's public comment on the proposed social studies standards. Please let us know if we can be of any assistance during this process.

Thank you for your consideration,

Terri

November 12, 2021

Dear Mr. Sena,

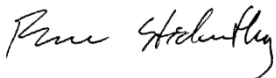
The Greater Albuquerque Chamber of Commerce is writing in support of K-12 personal finance standards that currently do not appear in the draft social studies standards but that have been proposed by Think New Mexico. These standards seek to equip our students with some of the most practical lifelong skills we want all New Mexicans to have: the ability to manage their resources to live lives of stability and security and, as in the case of many of New Mexico's children, break the cycle of generational poverty.

Financial literacy skills are incredibly important: they give people the know-how to achieve financial stability and the independence and self-reliance that come from that. According to the Council for Economic Education's 2020 Survey of the States, New Mexico is one of just five states where personal finance is not already included in state standards; all of our neighboring states – Arizona, Colorado, Texas, and Utah – have K-12 personal finance standards that help their kids grow into educated consumers and empowered stewards of their resources.

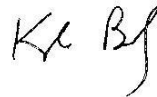
Introducing these concepts to our students as soon as they enter a kindergarten classroom makes sure more of our students are prepared for success as they enter the workforce, whether that's immediately after high school or later on – so that they can be armed with the knowledge they need to avoid and manage debt, become homeowners if they choose, send children of their own to school, and be ready for retirement one day in the future.

We thank you for your consideration of these standards that teach such important skills, and for your continued service of New Mexico's kids.

Sincerely,



Bruce Stidworthy
Education Reform BIG Chair, GACC
President and CEO, Bohannon Huston



Kyle Beasley
Immediate Past Chair, GACC
Senior Vice President, Bank of Albuquerque



Robert Chavez
Sector Advocacy Teams Chair, GACC
Executive Vice President/COO, Sandia Laboratory
Federal Credit Union



Marsha Majors
Board Member, GACC
President/CEO, US Eagle Credit Union



Michael Rogholt
President, Century Bank

CC: Dr. Kurt Steinhaus, Secretary-Designate, New Mexico Public Education Department
Norm Becker, Chair, Greater Albuquerque Chamber of Commerce Board of Directors
Terri Cole, President and CEO, Greater Albuquerque Chamber of Commerce
Fred Nathan, Executive Director, Think New Mexico

[EXTERNAL] Social studies

Tira Barral <bydawn@mac.com>

Fri 11/12/2021 3:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I just read the New Mexico Social Studies Standards, and it screams Critical Race Theory. It was reported, on the news, that this is not CRT. NMPED can give it different names, but it doesn't change the content. The content teaches racial stereotyping starting in Kindergarten.

Some examples are... "Ethnic, Cultural, and Identity Standards 19. Diversity and Identity. K.14. Identify how individuals are similar and different."

K.22 - K.25

Theme 2: Cultures within our communities. 1.9 to 1.13

Theme 3: Making choices. 1:14 -1:17

Culture should be taught at home, by family, and not in schools. Growing up, we never saw color, race, or differences. All that mattered was having friends. It is my job, as a parent, to protect my children from this ideological curriculum. I will not allow them to be subjected to racial profiling. The color of their skin should not be part of their education. No child should ever feel different from their peers. I believe this curriculum will teach segregation, hate, racism, and victimization.

I don't want to, but if this is what is going to be taught, then I will have to pull my children out of school. Homeschooling will be the norm.

Please do not allow our state to go down this road.

One more thing, by not having this meeting in person, it tells me that the NMPED is avoiding meeting with parents. It speaks loudly that parents don't have a say if their kids are in public schools. The only option is for zoom. Please don't give excuses that it's due to keeping everyone safe from Covid. It's a sad and disturbing reality that we have come to this.

Sincerely,
Dawn Barral
Santa Fe

[EXTERNAL] K-12 Social Studies standards (6.29.11 NMAC)

Jorge Esparza <jesparz823@gmail.com>

Fri 11/12/2021 3:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern,

My name is Jorge Esparza, a first generation American, and I'm appalled by the push to bring division to our schools and our children.

My parents were legal immigrants to this great country. My mother is now a naturalized citizen, who graduated with a Bachelors degree in Business Administration. As a single mother, she worked hard and made something of herself and set a great example for me to follow. Even though we went through some hard times, not once did she teach me that my skin color, culture, or ethnicity was a barrier to my success. She did not teach me that others had an advantage over me because of their skin color, culture, or ethnicity. She taught me to get an education, work hard, and make wise decisions. Nothing was guaranteed.

I'm proud to say that her example and life lessons have been instrumental in my success. My success is not just my own. It is a result of so many people of different skin color, culture, and ethnicity that have helped me along the way.

Equity is not equality. Equity is impossible to obtain because it completely removes the individual's dreams and ideas of success. My idea of success is not the same as my neighbor's, but equity pushes for the same outcome regardless of the individual's desires, choices, and hard work. It punishes those who strive for more.

Our children's grandmother, their mother and I have worked to show them the American dream, and we are proof that it exists.

We already see the detriment of the ideas that come within the proposed rule in other parts of the country. Please do not repeat the same mistake here in New Mexico. I hope you take the time to read this message and make a decision that will protect the American dream for future generations.

Thank you for your time,
Jorge Esparza
Proud to be an American us

[EXTERNAL] Push back against the Pushback

Jim Harvey <jim.abqpaj@gmail.com>

Fri 11/12/2021 3:45 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Please find enclosed our response to the latest wave of racism in New Mexico.

Jim Harvey, MPH, MSHA, CDAPC
Executive Director,
Albuquerque Center for Peace and Justice
202 Harvard SE
Albuquerque, NM 87106
505-268-9557
jim.abqpaj@gmail.com

The Albuquerque Center for Peace and Justice

202 Harvard Drive SE ..Albuquerque, NM 87106...505/268/9557...www.abqpeaceandjustice.org

Memorandum

To: NM Public Education Department

From: Jim Harvey, Executive Director,
Albuquerque Center for Peace and Justice

Date: 12 November 2021

RE: New Standards Proposed for Public Education

On behalf of the Albuquerque Center for Peace and Justice, this letter comes to express our concern over the apparent blatant disregard for the value of inclusion of Black/African American presence in the fabric of history as it should be represented in all aspects of public instruction.

African Americans have historically struggled with the devastating and albeit inherit effects of post traumatic slave syndrome resulting directly from years of enslavement and the subsequent systemic racism that follows us to this day. African Americans have long been forced to over compensate in order to achieve any success in an educational experience where we could not find ourselves as relevant participants in the fabric of history. Despite this challenge, the contributions of a people who have been abused and maligned and ignored have proved to be significant.

In New Mexico in particular, the African American presence was long ignored to such an extent that for years Black people were considered statistically non existent. This practice gave way to the reference to New Mexico as a “tri-cultural state”, counting only Anglos, Hispanics and Natives. Not a great feeling when you are looking to find important data that actually counted your presence and none was to be found. Equally damaging to how we see ourselves in this society was that the Black economic and cultural footprint was and still is large and cannot, should not be ignored. Yet it remains a struggle to be counted as part of this society in every way.

As an African American living in New Mexico I am alarmed but not surprised that local republicans would protest the pending inclusions of historical references to the African American presence in history, science and all other relevant discussions that include African Americans. That they (the republicans) would attempt to frame their opposition in the context of “critical race theory” is also shameful and dishonest. This protest is nothing more than confederate driven racism and I expect nothing less from the PED leadership and influencers to do the right thing and dismiss these baseless allegations as what they truly are; racist, dishonest, mean-spirited, antithetical to the pursuit of true and inclusive history and damaging to a people already suffering the long term and inherent effects exclusion. The confederates (republicans) are resorting to methods intended to erase us. We expect the PED to stand firm and resist the racist demands that are poisoning the environment. Our futures depend on good judgement.

[EXTERNAL] Social Studies Standards

Cortney Powell <powellcortney11@gmail.com>

Fri 11/12/2021 3:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon,

I am writing as a New Mexico teacher and parent. I am not in support of approving the suggested Social Standards and implementing the curriculum into our schools. I do feel that the content is one sided and biased. Students should be given the facts and be allowed to view history the way that they see it instead of how a curriculum or teacher teaches it. Although the intention may be good, I believe it is a very slippery slope and will result in a great divide in our schools, communities, state, and nation.

If this change gets approved, I, as well as many other good families, will be withdrawing my children from the public school. I will not support my children being taught a one way view.

Thank you for taking the time to read my email. Please make decisions that better our education by denying this change in Social Studies.

Cortney Powell

[EXTERNAL] Oppose New Social Studies Standards

Jeremy Standiford <jeremy.standiford@gmail.com>

Fri 11/12/2021 3:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hi,

I am writing to you to express my opposition to the proposed new social studies standards. These standards are Marxist, left-wing politically biased and don't belong in our school curriculum.

Voters in Virginia did not want this type of "curriculum" in their schools and voted overwhelmingly Republican in the last election. The same will happen in New Mexico if these rules are allowed to go into effect.

Sincerely,

Jeremy Standiford
1003 Birch LN
Carlsbad, NM 88220

[EXTERNAL] Fw: As a parent of a first and fifth grader I am deeply concerned about...

Melissa Thompson <melthompson1@hotmail.com>

Fri 11/12/2021 3:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: socialstudiescomment@bulldogs.org <socialstudiescomment@bulldogs.org>

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As a parent of a first and fifth grader I am deeply concerned about the New Mexico social standards proposals I feel that the proposals are unnecessary and racist. I don't want my children to look at people and immediately begin to identify them as their race.

K 22, K 23, K 25 communicate a positive view of themselves and identify some of the group identities. Describe ways they are similar and different from people who share their identities, and people who do not. Describe their family history, culture, and past two current does contributions of people in their main identity groups.

2.28 describe ways we are similar and different from people.

3.27, 3.28 let the kids discuss themselves and teach them facts.

5.12 5.30 5.31 Dash these are racist and promote kids to single others out.

These concepts should not be discussed with kinder kids in school.

I believe that the proposed social studies standards will divide all the kids and make them not get along. The standards are ridiculous for these kids to follow and not age-appropriate. Please referred to the proposed edits by Artesia school district.

Thank you Melissa Thompson

[EXTERNAL] Public Comment for 11/11 public hearing for the proposed repeal and replace of 6.29.11 NMAC, Social Studies,

Mandisa Routheni <mcroutheni@gmail.com>

Fri 11/12/2021 3:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

In regards to the public hearing for the proposed repeal and replace of 6.29.11 NMAC, Social Studies:

I first want to thank PED for taking a necessary look at the standards especially in regards to meeting some of the solutions laid out in the Yazzie versus Martinez ruling. I am a parent of two young children going into the school system, a product of the New Mexico school system, vice president of a nonprofit Juneteenth renaissance Institute and have a background in education as well as an Africana studies graduate from the University of New Mexico.

My family is six generation Black New Mexican and my mother is white so I know firsthand being aware of our history that includes multiple voices, diverse perspectives and inequality is the best way to build families, communities, and a state that is in unity. Not talking about racism creates racism, talking about racism, sexism, etc does not create it but is a way for us to move forward. Children come to school with their beautiful identities and that is all the standards are proposing is that we include that within the curriculum which is only a small step towards including that in our wider world and how teachers interact and how our school systems function.

It took me until college to learn the real history of New Mexico, I never grew up knowing about other Black people in New Mexico history or even indigenous New Mexican history which includes brutal things such as slavery. Without knowing these things people will not understand the world around them, how to move forward with compassion, and how to create a world that actually lives up to the constitution of New Mexico and the United States .

I applaud PED and hope that they stand firm away from bullies, threats, and those seeking to undermine the progress forward of our educational system to include all children, all stories, and to give the best of the best to our best of the best: our children.

Thank you

Mandisa Routheni

--

Mandisa Routheni

“The well-being of mankind,” Bahá’u’lláh wrote more than a century ago, “its peace and security, are unattainable unless and until its unity is firmly established.”

[EXTERNAL] Comments on the Proposed Replacement of 6.29.11 NMAC, Social Studies

Pamela Campbell <paminsantafe@hotmail.com>

Fri 11/12/2021 3:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Pamela Campbell
1117 N. Plata Circle, Santa Fe, NM 87501
Paminsantafe@hotmail.com

November 12, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Via email: rule.feedback@state.nm.us

Dear Mr. Sena;

Please consider this letter to be my formal comments on the proposed repeal of **6.29.11 NMAC, Social Studies**, to be replaced with **6.29.11 NMAC, Social Studies**. I am a concerned citizen, alarmed at the lack of an inclusive and accurate history of our nation and the division we are now experiencing. I can think of no better way to engender a civil society and heal the wounds that have been caused by the lack of equality in our nation than to begin to educate our children in a more honest and inclusive way. Therefore, I am writing in support of the proposed social studies standards. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. I believe the K-8 standards and the framework of the 6 strands works beautifully. If I were to teach to these standards, I can envision how I or an experienced teacher might do so effectively engaging students. Had my generation been taught to these standards, I am convinced we would have a healthier democracy. While I found the high school standards also admirable, they could be better organized to ensure a clearer presentation. In their present form, there is a lot of repetition.

These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives.

In closing, I urge the department to adopt the bulk of these standards, with refinements. I hope the department will stand up to those who seek to preserve the old approach to teaching social studies and history, that is Eurocentric and fails to enable children to face the challenges that are ever-present in their daily lives. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,
Pamela Campbell

[EXTERNAL] 6.29.1.9 NMAC, General Provisions

Cathryn Johansson <cajohansson@me.com>

Fri 11/12/2021 3:53 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To New Mexico PED:

I am writing as a parent of four school-aged children. I am concerned over the proposed changes to the Social Studies curriculum for New Mexico public schools. I have read all of the pages of the 6.29.1.1 proposed changes and what stood out on every single page was "reconciliation" and "equity" and "take action". These words carry so much more meaning and political insinuations than other word choices. They are not neutral. Also, the Anchor Standards and Performance standards listed for History were very vague in the implementation.

However, most concerning was that there seemed to be a political bent to the standards (just a few examples below):

- "evaluating the social, political, and economic causes and effects of the system of racialized slavery and caste in the United States"
- "examining the history of guns in America...and the consequence of gun violence"
- "assessing the short and long term social and political impacts of conservatism in the United States on diverse groups of people"
- "evaluating what an efficient, equitable, and just economic system would look like in the United States"

These new standards smack of revisionist history, one sided political views and worldviews. New Mexico students deserve the whole truth, not just one view of it, and certainly not a biased view. That is not education. That is brainwashing.

Sincerely,
Cathryn Johansson

[EXTERNAL] Feedback 6.29.11 NMAC, Social Studies

Sandy Richter <srichter@eot-nm.com>

Fri 11/12/2021 3:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Sandy Richter <srichter@eot-nm.com>

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Feedback 6.29.11 NMAC, Social Studies

Sandra Richter, Resident and Parent of Students in New Mexico Public School Systems

Please consider extending the review time of 6.29.11 NMAC, Social Studies Standards. I believe there are more Educators and Parents who want to be heard; the recent COVID lifestyle restrictions may have prevented many from being involved thus far.

I want students in New Mexico to learn about US and State history from different perspectives without divisive language. Not including the significance of July 4th, 1776, and Martin Luther King in our history lessons seems incomplete to me. Allowing sexual orientation lessons to be presented to elementary students seems like the government wants to parent our children instead of allowing the parents to do so.

To keep our country as a free country involves teaching our children history, both the good and bad. We want our youth to repeat what has been good and generous about our country and to prevent them from repeating what has been negative and oppressive.

Please give us more time to add and subtract from the proposed 6.29.11 NMAC, Social Studies Standards. A change is needed but not one that continues to divide us.

I do not support 6.29.11 NMAC, Social Studies Standards in its current form.

Thank you.

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[EXTERNAL] Re: Subject: 6.29.11 NMAC, Social Studies

Penny Bird <pennybirdsd@gmail.com>

Fri 11/12/2021 3:55 PM

To: Vigil, Francis <indigeducation1@gmail.com>**Cc:** FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; Samuel Villarreal Catanach <samyouel.c@gmail.com>; Pino, Sarah <sarah_pino@msn.com>; Patrick Werito <patrick@dlenm.org>; Loretto, Arlene <lorettoarlene@yahoo.com>; Felice Lucero <lucero.felice4@gmail.com>; Shannon Johnson <shanjohnson4@yahoo.com>; simonec@pojoaque.org <simonec@pojoaque.org>

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I messed up on the signature line though; oh well. I'm glad you were able to get in there. I waited almost an hour and a half, then got kicked out about 15 minutes later, but that was on my end as my server does that at times when I am on a meeting. You take care and be well. Penny

On Fri, Nov 12, 2021 at 3:38 PM Francis Vigil <indigeducation1@gmail.com> wrote:

I also provided comments, and I will clean up my comments, and send those later.

I appreciate your voice and leadership in this arena.

Thank you Dr. Bird!

On Fri, Nov 12, 2021 at 3:30 PM Penny Bird <pennybirdsd@gmail.com> wrote:

I was able to make public comments during the hearing, but three minutes are not long so shorted them. Attached are my comments in full. Please document them for the record. Thank you.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Suzanne Skasik <mailagent@thesoftedge.com>

Fri 11/12/2021 3:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Suzanne Skasik
6301 Indian Schools Rd NE
Albuquerque , NM 87111

[EXTERNAL] Feedback for Rule 6.29.11 NMAC, Social Studies

Sahaj Khalsa <sahajs@gmail.com>

Fri 11/12/2021 3:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good Evening,

As a former High School US History teacher, I write to thank you for the work on these updated standards and speak in favor of them.

Despite the attacks that this is "CRT" or supporting "Marxism", the reality is they are simply an update that recognizes reality. It is important for us to acknowledge the totality of our shared history while ensuring we no longer prioritize one group over another.

The notion that we have to keep the same standards as we used to have, or to abide by the knowledge and people of the past, is simply not rooted in reality. To demonstrate that, we can turn to one of our Founding Fathers, Thomas Jefferson, who said, "I am not an advocate for frequent changes in laws and constitutions, but laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors."

This quote is on panel four of the Jefferson Memorial, because it is that important.

Please continue with the change and don't allow us to remain under "the regimen of [our] barbarous ancestors".

Thank you,

Sahaj S. Khalsa

[EXTERNAL] Comments on proposed social studies standards

Ellen Pinnes <EPinnes@msn.com>

Fri 11/12/2021 3:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I have read through the proposed social studies standards and I support their adoption. On the whole, they strike me as setting out a positive framework for promoting knowledge acquisition, critical thinking and good citizenship in our students. I wish standards like these had been in effect when I was in school!

The proposed standards will foster understanding of the world our students live in, its historical antecedents, and how history affects current conditions and events. They appropriately broaden education from a narrow, Anglo-centric worldview to increase understanding of other times and cultures and how they have influenced and continue to influence our society today.

We in New Mexico, who pride ourselves on our vibrant and multicultural state, should know better than anyone how important it is for our students to gain a broad base of knowledge about the world, the different people in it, and the forces that shape it. The proposed standards will support acquisition of that knowledge along with the analytical skills to evaluate it.

Ellen Pinnes

[EXTERNAL] :Comments on the Proposed Repeal and Replace of 6.29.11 NMAC, Social Studies

Tami Elkins <telkins@bulldogs.org>

Fri 11/12/2021 3:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Mr. Sena,

I am writing in opposition to the proposed repeal and replacement of the social studies standards. These changes are not uniting but are very divisive. Respect and value of others should be first and foremost and there should not be an emphasis on identity and group identities. That grouping is beginning in kindergarten and continues and grows throughout the grade levels. As a teacher within the Artesia school district, our district has taken the time to go through all the standards and have rewritten them omitting this grouping and divisive language. I strongly encourage you to review and considered these changes before codifying these standards.

Thank you for our consideration,

Tami Elkins

[EXTERNAL] I agree and approve of the new Social Studies standards being proposed

Carol Campbell <carolabqnm@msn.com>

Fri 11/12/2021 4:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a former high school English teacher, I find the new proposed standards refreshing. These standards are forward thinking and will help students understand their world. I don't see anything that would denigrate one culture over another but instead see how each child can be proud of who they are. I could see the need for all 4 areas, history, geography, civics and government and economics and wonder how did some of these students make it to high school.

These proposed standards are so much more specific than the old ones which could be described as wishy washy because the Benchmark is left up to instructor discretion.

Thank you for helping our young people become more aware of themselves and our state and country and our place in the world.

Carol Campbell

All the best, always :) *Carol*

*"... there's no so blind - As those who will not see - And to those who lack the courage -
And say it's dangerous to try - Well they just don't know that love eternal will not be
denied..." Moody Blues*

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gg_source=ctgtabs&gg_medium=sitenav&gg_campaign=trs](http://theanimalrescuesite.greatergood.com/clickToGive/ars/home?gg_source=ctgtabs&gg_medium=sitenav&gg_campaign=trs)

[EXTERNAL] Say NO to CRT

Teri Barela <3atbarela@gmail.com>

Fri 11/12/2021 4:02 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Attention PED: Please note that we ask that you vote against instilling racist, divisive, teachings into our schools.

Sincerely,

The Barela Family
Bosque Farms, NM

Sent from my iPhone

[EXTERNAL] Curriculum changes

Jamie Searcy <jamerlynski@comcast.net>

Fri 11/12/2021 4:03 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Board,

As a retired educator, I know how important and necessary it is that we give all students a solid education, which includes an accurate portrayal of our nation's history in all of its glory and its wrongs. We must teach students to think critically and to look at all perspectives and all sides.

The new curriculum proposed changes will do just that, so I am highly in favor of your board accepting the professionals' suggestions.

Thank you,
Jamie Searcy

[EXTERNAL] new social studies standards

Nora Reed <messagefromkathlene@gmail.com>

Fri 11/12/2021 4:04 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

What we are seeing with the objections to "Critical Race Theory", which is a university-level topic not taught in K-12, are a classic moral panic. Across the country, people are organizing on facebook and on telegram, often in groups run by hate groups such as the Proud Boys, to join public comments such as this one and attempt to create an appearance of consensus against intersectional education. I highly recommend that everyone here makes a point to educate themselves about moral panics and takes those particular comments with a significant grain of salt. (Feel free to email me if you want reading recommendations on this, I don't want to be the guy who sent you a 27 page cited email.)

Personally, as a graduate of a New Mexico school, looking at the new standards was heartening to me, because looking back at my education, the portions where my teachers went off-book and taught a more intersectional view of history. These new standards will make that experience available to more students, and I expect that these students will have more information and be able to be more engaged with their history and their communities as adults. Thank you to everyone who thoughtfully came up with these new standards and for all of your time.

--

Nora Reed

[EXTERNAL] Approve Proposed Social Studies Standards Rule As Written

Sharon Eklund <sharon.eklund@gmail.com>

Fri 11/12/2021 4:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

PED Officials,

I implore you to implement the Social Studies standards as written. The future rests on the shoulders of today's students, and only truth can provide them the tools they need to lead!

Thank you,
Sharon Eklund

Sent from my iPhone

[EXTERNAL] Ped proposed curriculum

Hockey Fan <carriej_76@hotmail.com>

Fri 11/12/2021 4:05 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

My comments are- stick to reading, writing , math and science. Kids shouldn't be ashamed of how they were born, who they are. Get this ridiculous junk out of the schools. We are last in education, spend more time on actual school subjects!

Thanks

Carrie Lujan

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[EXTERNAL] NM Social Studies Curriculum Review

Rob Lennick <Rob@jewishnewmexico.org>

Fri 11/12/2021 4:06 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

BY EMAIL*******PLEASE DISREGARD PRIOR EMAIL – SENT IN****ERROR*********NOVEMBER 12, 2021****RE: Public comment on New Mexico Social Studies Standards****To Whom it May Concern:**

On behalf of the New Mexico Jewish Federation, we are pleased to submit our recommendations on our state's social studies standards for K-12. We thank the committee for its efforts to continuously improve the draft.

We greatly appreciate the State's process to improve social studies standards for New Mexico students, the hard work of the committee on this draft, and the opportunity to comment.

Thank you very much in advance for sharing the attached review with the writing committee and for your consideration of these suggestions.

Sincerely,

Robert B. Lennick

Rabbi Dr. Robert B. Lennick
Chief Executive Officer
The Jewish Federation of New Mexico
Direct Line: 479-616-7372
rob@jewishnewmexico.org



**Institute for Curriculum Services (ICS) on behalf of
The Jewish Federation of New Mexico
Review of the proposed 2021
New Mexico Social Studies Standards
November 2021**

General Comments:

We appreciate the dedication and hard work by this group of New Mexico educators to make strong social studies standards for New Mexico students. We appreciated the addition of the new structure of six content/inquiry areas and the structure of a backbone for the overall standards of anchor standards and themes within a course.

The standards for the six high school courses are not all written consistently, so they should be standardized across courses to support districts, schools, and teachers in creating their syllabi and ensuring they have enough information on what they should be teaching. The standards for the high school courses of Civics, Economics, Geography, New Mexico History, U.S. History, World History, and Ethnic, Cultural, and Identity Studies all have both anchor standards and performance standards. However, the standards for the courses New Mexico History (8 Themes) and U.S. History (16 Themes) also have detailed Themes that list the specific content to be taught, and these themes are lacking in the other courses. The standards for the course of World History lacks a list of themes comparable to U.S. History. Instead, World History has a table of "Sample Themes" and "Sample Topics" organized into five time periods on pp. 121-122. If these Samples are a step in the direction of creating Themes, this work should be completed before the standards are finalized so that core sections: anchor standards, performance standards, and themes are consistent for each course.

To better reflect the diversity of New Mexico, "religion" should be added as an identity marker and "religious minorities" added to several standards. Religion and religious minorities do appear in some standards, however they are missing from demography standards and many performance standards that center on examinations of diverse cultural narratives. Not referencing religion explicitly erases the direct lived experiences of students for whom religion defines culture. Including religion empowers students to take pride in their identities and supports a more robust understanding of New Mexico's cultural diversity. There is an inherent relationship between religious and cultural heritage for many students in New Mexico.

The standards offer some valuable coverage of antisemitism and the Holocaust, but the coverage of Jews and Judaism is otherwise absent. There are no performance standards that include narratives of Jewish diversity, presence, or contributions in New Mexico and the United States more generally. This is concerning because there is more to Jewish American history and experience than antisemitism and the Holocaust, just as there is more to African American history and experience than slavery. This is particularly unfortunate for New Mexico, which has had a Jewish presence since the late 16th century when descendants of Conversos (forced or voluntary Jewish converts to Christianity) arrived from Mexico. This is more than half a century before the official 1654 founding date for the American Jewish community. Some Conversos continued Jewish practices in secret or later reclaimed Judaism. According to a 2014 demographic

study, four percent of New Mexico Jews had ancestors who were Crypto-Jews and eight percent overall self-identify as Latino, mixed race, or non-white. Those suspected of being “Judaisers” or Crypto-Jews were subject to arrest, imprisonment, torture, and trial by the Spanish Inquisition.

An early Spanish governor of New Mexico was a descendant of Conversos. Don Bernardo López de Mendizábal was appointed 1659. In 1663, he and his wife, Doña Teresa Aguilera y Roche, were indicted by the Inquisition in Mexico City for allegedly practicing Judaism in secret among other crimes. Don Bernardo died in prison in Mexico City in 1664. Doña Teresa was imprisoned for 28 months and tried in Santa Fe. She was the only woman tried by the Inquisition in what would become the United States. The evidence she amassed in her defense remains one of the only female accounts of life in colonial New Mexico. Other notable Jewish New Mexicans include: Henry Jaffa who helped found the city of Albuquerque and served as its first mayor; education reformer and activist Flora Langerman Spiegelberg; the elected Chief/Governor of the Acoma Pueblo Solomon Bibo who married an Acoma woman Juana Valle; renowned feminist artist Judy Chicago; and Congressman Steve Schiff, among others.

Here is a partial list of resources on the history of Jews in New Mexico so that the writers can see the importance of including religion and Jews in the New Mexico standards:

- [A Long Journey: The Hidden Jews of the Southwest | NMPBS](#)
- [New Mexico Jewish Historical Society](#)
- [New Mexico Jewish History | Jewish Virtual Library](#)
- [Spanish Inquisition in the New World | Times of Israel](#)
- [The Jewish Federation of New Mexico](#)
- [Centro Sefarad of New Mexico](#)

Note the references to some ethnic and cultural groups are not always consistent. Of the 50 references to Indigenous peoples, nations, cultures, or groups, there are four times indigenous is not capitalized. There are four references to Native Americans, one to Native peoples, and perhaps those standards should also use Indigenous peoples, or at least, when historically appropriate, use both terms “Native Americans/Indigenous peoples.”

Recommended Edits:

Kindergarten

P. 14, Kindergarten, Inquiry, Inquiry 26. Take Informed Action, **Change:** “K.4. Take group or individual action to help address local, and/or regional, ~~and/or~~ global problems.”

Comments: It is standard pedagogical practice to start this age group on more developmentally appropriate and manageable problems conceptually, which usually focus on solving problems in their family, classroom or school. The next standard K.5 focuses on problem solving in the classroom, as is developmentally appropriate. Given that the following standard requires students to “use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms,” it

would be excessive to expect kindergarten students who are just learning how to address civic problems to apply their skills on the global scale. This edit creates more alignment with K.18 and K.21 which refer to places familiar to kindergarteners in the classroom, school, and community.

First Grade

P. 18, 1st Grade, Inquiry, Inquiry 26. Take Informed Action, **Change:** “1.5 Take group or individual action to help address local, and/or regional, ~~and/or global~~ problems.”

Comments: It is standard pedagogical practice to start this age group on more manageable problems conceptually, which usually limit students to the local or regional level. Given that the following standard requires students to “use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms,” it would be excessive to expect first grade students who are just learning how to address civic problems to apply their skills on the global scale. Elsewhere, in very developmentally appropriate ways, we see first grade students asked to try to solve problems in their family (1.11, 1.14), classroom (1.6), school or local community (1.11, 1.13, 1.18).

P. 21, 1st Grade, Theme 5: Multi-Identities, Ethnic, Cultural, and Identity Standards 19. Diversity and Identity, **Change:** “1.24. Explain how student group and individual identities are part of what makes each person unique and special.”

Comments: The distinction between student and individual identity in this standard is unclear. Students should understand that individuals have unique identities as individuals and as members of larger group identities. Both individual and group identities contribute to each student’s unique identity.

Second Grade

P. 23, 2nd Grade, Inquiry, Inquiry 26. Take Informed Action, **Change:** “2.5 Take group or individual action to help address local, and/or regional, ~~and/or global~~ problems.”

Comments: It is standard pedagogical practice to start this age group on more manageable problems conceptually, which usually limit students to the local or regional level. Given that the following standard 2.6 requires students to “use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms,” it would be excessive to expect second grade students who are just learning how to address civic problems to apply their skills on the global scale. For developmental appropriateness, second grade students are asked to try to solve problems in their classroom (2.6), school or community (2.19).

P. 23, 2nd Grade, Civics 3. Civic Dispositions and Democratic Principles. Theme 1, We the People, **Change:** “2.10. Examine and compare ~~the~~ key American democratic constitutional principles to constitutional principles in neighboring countries in North America, including but not limited to: majority rule and minority rights, representative government, one person one vote, free and fair elections, rule of law, equality before the law, individual rights and responsibilities.”

Comments: This standard does not give clear directions to students and teachers on either the principles to be covered or the regions to compare.

The focus of the second grade standards is the area of the United States, Canada, and Mexico as the countries that make up North America (2.21, 2.22), and since the course of study for this grade has this geographic focus, so too should this civics standard.

Also unclear are what is meant specifically by “the American democratic principles.” Providing a short list will make this standard easier to understand and implement. These are suggestions, which the committee can refine.

P. 26, 2nd Grade, Theme 5: Multi-Identity Interactions, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Change:** “2.27. Express a positive view of themselves without passing judgment on being mean or making others people feel bad.”
Comments: The wording of this standard is unclear, not grammatical, and inconsistent with other standards which emphasize the same skill (for example, 3.27 and 4.25). The main point of the standard is to prevent students from making negative judgments of others. Rewording this standard in accordance with the language in standard 4.25 brings it closer to achieving this goal. (“4.25. Demonstrate respectful inquiry about other people’s lives and experiences without judgment.”)

Third Grade

P. 28, 3rd Grade, Theme 1: Citizenship, Civics 3. Civic Dispositions and Democratic Principles, **Change:** “3.8. Explain how ~~the~~ democratic principles (individual rights, religious freedom, rule of law, economic freedom) have motivated people to migrate ~~then and now~~ throughout America’s history.”

Comments: The period to which this standard refers is undefined. Pull factors like America’s democratic principles have motivated migration to the country for various reasons over the past 245 years, from religious freedom to economic freedom and opportunity, and the standard should reflect this range.

Also as currently written “the American democratic principles” is ambiguous and it would be better to specify. Providing a short list will focus the standard and make it easier to understand.

P. 29, 3rd Grade, Theme 2: Global Immigration and Migration, Geography 12. Movement, Population, and Systems, **Add:** “3.11. Analyze how human settlement and movement impact diverse groups of people in New Mexico and the U.S. and how the cultural aspects of a region, including but not limited to ideas, religions, beliefs, language, artifacts, methods, and technologies, spread beyond its borders.”

Comments: This is a strong standard, requiring students to understand the ways in which the cultural traits of themselves and their peers come to spread beyond their original borders. In order to help define these aspects which students should consider, this list of specific categories should be added.

P. 31, 3rd Grade, Theme 5: Global Diversity and Identity, Cultural, and Identity Studies 19. Diversity and Identity, **Change:** “3.27. Express a positive view of personal identities without making passing judgment on someone else ~~feel badly.~~”

Comments: The wording of this standard is unclear and inconsistent with other standards which emphasize the same skill (for example, 2.27 and 4.25). The main point of the standard is to prevent students from making negative judgments on the personal identities of others. Rewording this standard in accordance with the language in standard 4.25 brings it closer to achieving this goal. (“4.25. Demonstrate respectful inquiry about other people’s lives and experiences without judgment.”)

P. 31, 3rd Grade, Theme 5: Global Diversity and Identity, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Add:** “3.28. Understand the concept of identity, be able to explain their own multifaceted identity, and compare ~~Compare~~ and contrast their own and different cultural ~~identity~~ identities (including but not limited to race, ethnicity, religion, nationality, gender, sexual orientation, class, age, and disability) with other people and groups.”

Comments: This standard should clarify that students should 1) first be able to explain the concept of identity, 2) then explain their own multifaceted identity, and then finally 3) compare their identity to different identities. The vertical alignment with the K, 1st 2nd and 4th grades on this anchor standard grows student skills in this area, and the 3rd grade standard should provide a sufficient scaffold to grow student skills by being both more inclusive, and by helping them gain skills on this topic.

It is important to clarify for students and teachers that all aspects of a student’s identity should be addressed, and not essentialized to only race. Accordingly, the additional suggested identity categories should be included.

Understanding differences between cultural perspectives is a crucial skill for students in a diverse learning environment. Therefore, it would help to specify the various dimensions of cultural identity that students should consider by including this list of identity categories. The Jewish community supports adding religion to this list here in 3rd grade and elsewhere in the standards so that religious minorities, such as Hindus, Muslims, Sikhs, and Jews are also included in diversity.

Also, the wording of this standard makes it difficult to understand whether the student will be required to compare only a) their own cultural identity with various other cultural identities with only their own, or b) simply to compare a variety of different cultural identities generally. We recommend that the standard detail the specific tasks, as suggested above.

4th Grade

P. 36, Theme 5: New Mexico Identity and Diversity, History 17. Critical Consciousness and Perspectives, **Change:** “4.24. Explain why varied perspectives towards significant historical events of different individuals and groups during the same historical period and why their perspectives differed ~~in their perspectives towards significant historical events.~~”

Comments: Students should explain the varied perspectives of groups before explaining why they differ.

5th Grade

P. 40, 5th Grade, Theme 2: Inequality and Justice in the US, History 16. Historical Thinking, **Add:** “5.14. Analyze the cause of the American Revolution and the effects that individuals and groups (including women, and racial, ethnic, and religious minorities) had on the conflict.”

Comments: This is an important standard for students in 5th grade, although the wording is unclear as to which effects to focus on. If the standard intends to include perspectives from outside the traditional narrative of events during this period of history, including women and racial, ethnic, and religious minority groups will help open the door for considering the many ways in which members of these groups participated in the American Revolution.

For example, during the war, it is estimated that some 9,000 African American soldiers fought for the rebellion, while around 20,000 were in service of England, including some who served directly for General Cornwallis. In addition, Sons of Liberty member Haym Salomon was a Polish-born Jew of Sephardic descent who became one of the most prominent financiers of the cause of Independence.

P. 40, 5th Grade, Theme 2: Inequality and Justice in the US, History 16. Historical Thinking, **Add:** “5.15. Analyze the causes of the Civil War and the effects that individuals and groups (including women and racial, ethnic, and religious minorities) had on the conflict.”

Comment: This is an important standard for students in 5th grade, although the wording is unclear as to which effects to focus on. If the standard intends to include perspectives from outside the traditional narrative of events during this period of history, including women and racial, ethnic, and religious minority groups will help open the door for considering the many ways in which members of these groups participated in the Civil War.

By the end of the conflict, it is estimated that around 200,000 African American soldiers enlisted with the Union Army. While discriminatory practices persisted in the military and in the North generally, these soldiers played decisive roles in many key battles and by the end of the war, 16 of these men were awarded the Medal of Honor for their bravery. Both the Confederate and the Union armies were joined by smaller numbers of Jews, Indigenous peoples, and Mexican-Americans who, for diverse reasons, saw fit to support the cause of the North or South. Specifying some types of group identity in the standard will open the door to teaching these other perspectives.

P. 41, 5th Grade, Theme 5: Identity in Multiple Spaces, History 17. Critical Consciousness and Perspectives, **Retain:** “5.29. Identify the beliefs, experiences, perspectives, and values that form points of view about civic issues.”

Comment: In keeping with two of the guiding principles for these standards as laid out in the introduction, this standard helps students understand how their own multifaceted cultural backgrounds may inform their positions on civic issues.

P. 42, 5th Grade, Theme 5: Identity in Multiple Spaces, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Change:** “5.31. Explain ~~how~~ that the way in which groups of people are treated today and in the past is a part of what makes them who they are.”

Comment: This is a very strong standard that will resonate with many New Mexico students given the state’s diversity. The proposed edits help clarify the purpose of the standard.

6th Grade

P. 46, 6th Grade, Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures, Geography 10. Geographic Representations and Reasoning, **Change:** “6.27. Compare cultural, political, and religious characteristics of early river valley and other ancient civilizations.”

Comments: The current wording limits this standard to only the four early river valley civilizations, and excludes other ancient civilizations generally taught in middle grades; those in the Eastern Hemisphere, including ancient Israel, Egypt, and Persia, and in the Western Hemisphere, including Aztecs, Maya, Toltec, and Olmec civilizations. Note, these Western Hemisphere civilizations were covered in the previous versions of the New Mexico standards, but not here.

Ancient Israel is the civilization in which Judaism arose and is significant to Jews and Christians alike. For Christians, it is the birthplace of Christianity. It is standard practice to teach ancient Israel as part of the origins and development of ancient civilizations. Ideas like, “Freedom under the law,” and “social responsibility for others in need,” find original historical expression in Ancient Israel. If this standard omits ancient Israel, this is likely to lead to gaps in student knowledge when studying world religions, art, literature, and music. Ancient Israelite civilization gave rise to monotheism, a core ideology underpinning Judaism, Christianity, and Islam. This small addition will ensure that ancient Israel and other key civilizations will be taught in this grade.

P. 47, 6th Grade, Theme 3: Classical Eastern and Western Civilizations, Civics 1. Civic and Political Institutions, p. 47, **Delete:**

“6.31. Describe cultural and political structures in classical eastern societies.

~~6.32. Describe cultural and political structures in classical western societies.”~~

Comments: Language standard is repeated in 6.31 and 6.32. Either delete the duplicate and renumber, or return the missing standard.

P 47, 6th Grade, Theme 3: Classical Eastern and Western Civilizations, History 14. Historical Change, Continuity, Context, and Reconciliation, **Add:** “6.35. Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, ancient Israel, India, and China.”

Comments: This standard omits a central ancient civilization, ancient Israel, previously taught in this grade. If this standard omits ancient Israel from this list of Eastern Classical Civilizations, students will have gaps in their knowledge when studying world art, literature, and music that references the Hebrew Bible and Judaism and Christianity. Ancient Israel is the civilization in which Judaism arose, and later, Christianity. Both

religions had significant impacts on culture, so the civilization which birthed these religions is important to understand. It is standard practice to teach ancient Israel as part of the origins and development of ancient civilizations.

P. 48, 6th Grade, Theme 3: Classical Eastern and Western Civilizations, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Retain**: “6.40. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and Middle Eastern societies during the classical period.”

Comments: This strong standard should be retained because it is standard in ancient civilization history courses to teach the origins of world religions and the cultures in which they arose, such as Judaism, Confucianism, Buddhism, Christianity, and Islam.

P. 48, 6th Grade, Theme 4: Post-Classical Societies, History 14. Historical Change, Continuity, Context, and Reconciliation, **Retain**: “6.44. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the post-classical period.”

Comments: This strong standard should be retained because it is standard in ancient civilization history courses to teach how the relationship between religion and philosophy shaped societies in the post-classical period, such as covering Islamic and Byzantine empires.

P. 50, 6th Grade, Theme 6: Encounters and Exchanges: 600 CE-1300 CE, History 14. Historical Change, Continuity, Context, and Reconciliation, **Add**: “6.52. Examine instances of conflict, oppression, persecution, human rights violations, massacres, and genocide in Medieval times as well as responses to these violations.”

Comments: Introducing instances of these violations in the Medieval times in an age appropriate manner is crucial for students’ ability to think about similar events in modern history, especially given that the precursors of many kinds of oppression and conflict today can be found in this period. At the same time, given the events of the time, the concepts of “persecution” and “massacres” should be included as well and are particularly relevant concepts for describing the Inquisition and Crusades.

P. 50, 6th Grade, Theme 6: Encounters and Exchanges: 600 CE-1300 CE, History 17. Critical Consciousness and Perspectives, **Retain**: “6.54. Examine and explain how the perspectives and encounters between Christians, Muslims, and Jews impacted individuals and society.”

Comments: This is a strong standard which encourages students to consider the effects that cross-cultural exchanges have on shaping the history of different societies. Not only is this a strong analytical skill generally, the interactions between these three specific religious groups had reverberations through Europe and the world for centuries.

In the 8th century when the Umayyad Caliphate conquered large swathes of the Iberian Peninsula, they brought with them classical works from Greece and Rome translated into Arabic. Medieval Spain became a hub of cultural transmission, entering a period some scholars refer to as *Convivencia*, in which Christians, Muslims, and Jews lived together in relative peace. The introduction of this classical material from the

Mediterranean into the European world set the stage for later developments such as the Renaissance and the Enlightenment.

Additionally, the interactions between these groups lay out a variety of examples of ways in which a minority culture relates to the majority culture in which it finds itself. These range from the politically and theologically based protected status of Christians and Jews in Muslim Spain, to the Church-sanctioned massacre of Jewish communities by Crusaders on their way to fight in the Holy Land, and the Inquisition and expulsion of Jews and Moors (Muslims) from Spain and Portugal in the 14th and 15th centuries.

7th Grade

P. 54, 7th Grade, Theme 1: The Land, People & Resources of New Mexico, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Add:** “7.26. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, religions, and culture of our state.”

Comments: “Religions” should be added to the examples of cultural heritage in this standard. The state’s religious diversity includes Catholics, Protestants, Baptists, Methodists, Mormons, Jews, Muslims, and Native Americans/Indigenous peoples.

The current formulation avoids referring directly to religion as a marker of culture by subsuming it in the cognate terms “symbols” and “traditions.” However, not referencing religion explicitly erases the direct lived experiences of students for whom religion defines culture. This especially the case for members of religions such as Islam, Sikhism, Judaism, and Hinduism, among others, that are built around daily religious practices and time-dependent practical actions (e.g., daily prayer, dietary laws, use of a distinct religious calendar, etc.). Excluding reference to religion also ignores distinct Native American religious practices such as the ritual use of peyote by the 250,000 member Native American Church.

P. 54, 7th Grade, Theme 1: The Land, People & Resources of New Mexico, Ethnic, Cultural, and Identity Studies, 19. Diversity and Identity, **Add:** “7.27. Define and explain the present demographics of our state, including but not limited to race, ethnicity, religion, nationality, gender, sexual orientation, class, age, and disability.”

Comments: This is an excellent seventh grade standard and should be retained. Adding the markers of identity “race, ethnicity, religion, nationality, gender, sexual orientation, class, age, and disability” will make this standard clearer and more robust overall. Including the additional identity markers will better support student understanding of New Mexico’s diverse and changing population and prepare students for deeper engagement with the standard that follows (“7.28 Evaluate how society’s responses to different social identities lead to access and/or barriers for various demographic groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.”).

Finally, the proposed additions bring this standard into alignment with coverage of demographics in other standards. For example:

- P. 119, High School World History, 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world

history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.”

- P. 122, High School Ethnic, Cultural and Identity Studies, 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.”

P. 56, 7th Grade, Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE), Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Retain:** “7.49. Describe the relationship between their cultural heritage(s) and their personal identity/ identities.”

Comments: This is a strong seventh grade standard that should be retained as it empowers students to take pride in their identities. Recognizing multiple layers of intersecting identities is equally essential for students to gain a robust understanding of New Mexico’s cultural diversity.

P. 56, 7th Grade, Theme 3: The Emergence of Pueblos and Tribes (c. 1200 BCE – c. 1500 CE), Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Change:** “7.50. Identify ways ~~what students want the world to see when their culture is on display in which accepted narratives about pre-contact Indigenous cultures have led to negative perceptions of those cultures,~~ and how to address negative perceptions.”

Comments: There are two issues mixed in this standard, 1) learning about pre-contact Indigenous cultures in the era 1200 BCE - c. 1500 CE, and 2) being respectful in how this history is depicted from the perspective of Indigenous peoples today. The current wording only addresses Indigenous students (“their culture”) rather than all students. This is an important standard that should be met by all students, and so re-worded.

If the goal is to consider how Indigenous peoples today want pre-contact Native American culture depicted, this would be worth addressing in the ethnic studies standards.

This standard should be revised to align more closely to the theme’s chronology. Asking students to confront the negative perception of Indigenous cultures that emerged from generalized narratives of European contact helps develop the tools necessary to explore and share authentic narratives from many perspectives. This empowers students to consider the challenges of addressing negative perceptions more generally.

P. 59, 7th Grade, Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE), Ethnic, Cultural and Identity Studies 19. Diversity and Identity, **Add:** “7.71. Explore the ways in which events of the Spanish colonial period influence personal, familial, and societal cultures in the modern day.”

Comments: As in standard 7.50, this important seventh grade standard is disconnected from the chronology of Theme 5. To support student success, the standard should be centered in the Spanish colonial period. Doing so allows students to develop a better understanding of the ways the past affects contemporary lived experience.

P. 59, 7th Grade, Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE), Ethnic, Cultural and Identity Studies 19. Diversity and Identity, **Add:** “7.72. Discuss how

individuals want to be perceived when their culture is on display, and conclude how to address stereotypes (not specific stereotypes themselves).”

Comments: This is an important seventh grade standard that should be retained. To avoid introducing specific stereotypes, the standard should state clearly that stereotyping is to be considered only conceptually. Introducing individual stereotypes to the classroom may reinforce negative perceptions of individuals and groups, potentially creating a hostile classroom environment that is harmful for students.

P. 60, 7th Grade, Theme 7: American Western Expansion (1848 CE – 1869 CE), Geography 12. Movement, Population, and Systems, **Add:** “7.87. Analyze maps and charts from the Western expansion period to understand interactions between multiple cultural groups including racial, ethnic, religious, and national groups.”

Comments: The identity markers race, ethnicity, nationality, and religion should be added as examples of cultural groups in this standard. Providing examples supports student learning by ensuring the consideration of the broadest range of narratives possible. The proposed additions also bring this standard into alignment with other standards such as:

- P. 119, High School World History, 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.”
- P. 122, High School Ethnic, Cultural and Identity Studies, 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.”

P. 60, 7th Grade, Theme 7: American Western Expansion (1848 CE – 1869 CE), Geography 12. Movement, Population, and Systems, **Change:** “7.88. Analyze land use patterns of ~~Anglo-Americans~~ newcomers during the American Westward expansion period.”

Comments: Replace “Anglo-Americans” with “newcomers” because the term Anglo-Americans leaves out other peoples who moved into the region during this timeframe, including African Americans, Mexican Americans, and other immigrants. The use of “Anglo-Americans” in this standard lacks sufficient nuance and is unclear for this period. The term “newcomers” encompasses a broader range of groups and experiences, making the standard more inclusive of diverse narratives. The proposed change also brings this standard into better alignment with standard 7.87.

P. 61, 7th Grade, Theme 7: American Western Expansion (1848 CE – 1869 CE), Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Add:** “7.93. Identify how stereotyping (not specific stereotypes themselves) influences social perspectives about members of a group.”

Comments: This is an important seventh grade standard that should be retained. As in standard 7.72, this standard should state clearly only the concept of stereotyping should be considered rather than specific stereotypes. Introducing individual stereotypes to the

classroom may introduce or reinforce negative perceptions of individuals and groups, potentially creating a hostile classroom environment for students.

P. 61, 7th Grade, Theme 7: American Western Expansion (1848 CE – 1869 CE), Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Add:** “7.94. Develop a claim about the extent to which identity can be modified by personal choice or external forces; consider external and visible, and internal and invisible markers of identity.”

Comment: This is a vital seventh grade standard that should be retained. To support critical thinking about identity and empower students to develop pride in their identities, this standard should recognize that identity includes external (visible) and internal (invisible) markers. Religious identity, for example, may be expressed through visible signs (head coverings, kippah, yarmulke, hijab, khimar, chador, niqab, burka, turban, tzitzit (Jewish ritual fringes), cross, kirpan, Star of David, etc.) and/or through internal expressions of belief.

P. 61, 7th Grade, Theme 8: Early American Territorial Period (1850 CE – 1880s CE), Geography 12. Movement, Population, and Systems, **Add:** “7.98. Explain examples of cultural diffusion of race, ethnicity, language, and religion among other identities into and out of New Mexico from the past and present.”

Comments: “Race, ethnicity, language, and religion among other identities” should be added to clarify the types of cultural diffusion to be considered. Providing examples supports student learning by ensuring the inclusion of the broadest range of narratives possible. The proposed additions also bring this standard into alignment with coverage of demographics in other seventh grade geography standards.

In the case of religion, it is general practice to cover religious diffusion in middle school world geography courses. This coverage includes examinations of the spread of religion (through proselytization, conversion, or other forms of cultural diffusion) and the movement of members of religious groups (through migration, population transfer, conquest, expulsions, or diaspora). In turn, the spread of religious groups is the catalyst for other types of cultural diffusion.

P. 62, 7th Grade, Theme 8: Early American Territorial Period (1850 CE – 1880s CE), Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Change:** “7.103. Identify, explore, and describe the traditions, rites, and norms of the groups to which the student identifies as belonging; and explain how these traditions, ~~rights~~ rites, and norms may have changed over time.”

Comments: Please correct the spelling of the second instance of the word “rites” in this standard.

8th Grade

P. 67, 8th Grade, Theme 3: Colonization (1490 CE - 1750 CE), Economics 7. Economics Systems and Models, **Change:** “8.33. Draw diagrams or make models to illustrate the impact of the European colonization of the Western Hemisphere from contact through the mid-18th century, including the Transatlantic slave trade, on

contemporary economic systems, significant contemporary economic theories and their connection to the European colonization of the Western Hemisphere.”

Comments: The focus on contemporary economic theory makes this performance standard overly advanced for eighth graders. To remedy this challenge, the standard should be situated in the historical specifics of this era and the standard should be changed to focus on economic systems. Making these changes supports the critical thinking skills needed for future-focused learning. Illustrating the impact of European colonialism in the Western Hemisphere on contemporary micro and macroeconomic realities empowers students to better understand current systems and associated challenges.

P. 69, 8th Grade, Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE - 1787 CE), Ethnic, Cultural, and Identity Studies 20. Identity in History, “8.49. ~~Develop research questions~~ claims based on primary and secondary sources about the role of impact of religion in the 13 colonies and its impact on nascent American identity (identidad Estadounidense); ~~and hypothesize how gender roles were impacted by the role of religion in the 13 colonies.”~~”

Comments: To ensure better understanding of the complex role played by religion in the 13 Colonies, this standard should be separated into two. One performance standard should focus on the impact of religion on emerging American identity. The second should analyze how gender roles were shaped by religion in the 13 colonies.

The requirements for this performance standard are beyond the level of other eighth grade standards. This makes it difficult for teachers to implement in meaningful ways. Providing clearer directions and limiting the standard’s scope to the impact of religion on American identity in the 13 Colonies brings the standard into better alignment with eighth grade standards overall. The proposed changes also align with Inquiry Standard 23: “Gather and Evaluate Sources, 8.4. Evaluate primary and secondary sources for the author’s bias, perspective of the creator, and relevance to the topic” (p. 64).

P. 69, 8th Grade, Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE - 1787 CE), Ethnic, Cultural, and Identity Studies 20. Identity in History, **Add:** “re-number standards. Develop claims based on primary and secondary sources about how religion impacted gender in the 13 colonies.”

Comments: As noted for standard 8.49, the evaluation of how religion in the 13 Colonies shaped gender roles should be included as a separate standard. Treating this important topic separately supports deeper student learning.

In keeping with the 6-8 Inquiry Standards, the proposed standard should require students to develop claims on how religion affected gender roles in the 13 Colonies based on reliable primary and secondary sources. Clarifying the requirements helps support student acquisition of critical thinking skills and will yield better student outcomes overall. Connecting to people’s lived experiences also gives students the tools to develop stronger historical consciousness.

P. 69, 8th Grade, Theme 4: Causes, Events, and Impact of the American Revolution (1763 CE - 1787 CE), Ethnic, Cultural, and Identity Studies 20. Identity in History, **Add:**

“8.50. Use primary source texts and artifacts as evidence to describe daily life in the 13 Colonies by featuring individuals with diverse identities and different perspectives including Indigenous peoples, marginalized racial, ethnic, and religious minorities, women, and people of different social classes.”

Comments: This is an excellent eighth grade standard and should be retained. Adding examples of the types of voices that should be considered makes this standard clearer and more robust overall. Providing examples also supports deeper engagement with how individuals and groups experienced life in the 13 Colonies by giving students opportunities to connect with a broad range of cultural narratives.

P. 70, 8th Grade U.S. History, Theme 5: Constitution and Foundation of the Republic (1787 CE - 1815 CE), Civics 3. Civic Dispositions and Democratic Principles, **Add:**

“8.55. Cite specific examples of precedents established in the Early Republic that impact American lives today, including but not limited to: freedom of religion, speech, and the press; the right to legal due process; the right to bear arms; the Three-Fifths Compromise; “Indians not taxed” and Native American exclusion from representation in the U.S. Constitution; fugitive slave laws; territorial expansion; naturalization laws; and the Monroe Doctrine.”

Comments: This is a strong eighth grade standard that should be retained as it requires critical thinking about how societies develop over time. Since the standard asks students to cite specific examples, the standard should provide guidance on how to fulfill the standard. This guidance should include both beneficial precedents such as the First Amendment right of freedom of religion as well as harmful precedents such as the Three-Fifths Compromise and U.S. Constitution Article 1, Section 2, "excluding Indians not taxed" from both representation and taxation until the 1924 Indian Citizenship Act. Providing the proposed guidance ensures that students assess the legacy of the Early Republic critically and from multiple perspectives.

P. 70, 8th Grade, Theme 5: Constitution and Foundation of the Republic (1787 CE - 1815 CE), Ethnic, Cultural, and Identity Studies 20. Identity in History, **Add:** “8.57. Support a claim about the influence of diverse ideologies and religion on politics, society, and culture in early U.S. history.”

Comments: Religion should be added to this eighth grade standard because of the impact of religion on early American politics, society, and culture. This period coincides with the Second Great Awakening whose theological innovations challenged existing societal norms. Women gained influence in the public sphere as missionaries and charity workers. New religious ideas inspired slaves to demand freedom. The Second Great Awakening also led to social reforms that anticipated the late-19th century Social Gospel.

P. 71, 8th Grade, Theme 6: Expansion and Displacement (1815 CE - 1850 CE), History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** “8.61.

Compare and contrast Indigenous Peoples’ assimilation ~~story~~ narratives with later immigrants’ ~~stories~~ assimilation narratives.”

Comments: This excellent eighth grade standard provides students with the opportunity to develop stronger historical consciousness. The standard would be improved by using

the word narratives rather than story/stories. Use of the plural (narratives) acknowledges that there is no singular script and encourages students to be inclusive of diverse perspectives. Additionally, the word “story” can have the connotation of a fictional retelling. The word “narrative” is neutral and is commonly used to describe historical perspectives.

P. 71, 8th Grade, Theme 6: Expansion and Displacement (1815 CE - 1850 CE), Ethnic, Cultural, and Identity Studies 20. Identity in History, **Change:** “8.66. Describe immigrant ~~and emigrant~~ groups according to gender composition and develop a claim regarding the impact that gender imbalance (or balance) ~~(dis)proportionality~~ had on immigrant/emigrant community’s cultures in the United States during the first half of the 19th century.”

Comments: This is an important standard that offers an engaging approach to learning about an often ignored aspect of American history. Use of the word “emigrant” is unclear in the context of this standard since the standard’s focus seems to be on the cultural effects of gender on newcomers to the United States. To avoid any confusion the word “emigrant” should be removed.

The noun form disproportionality is not used very often, and a simpler word, gender imbalance conveys the same meaning and is easier to understand. Gender imbalance is a disparity between males and females in a population.

In order to encourage students to be inclusive of diverse narratives, the standard should use “cultures” plural rather than the singular form “culture.” While there are certainly commonalities in immigrant experiences, there are important differences as well. For example, political turmoil pushed Jews and non-Jews to come to the United States from Germany in this period, but Jews faced the added challenge of being non-Christians. Because it was perceived that men were more likely to be targeted by political violence and/or find employment, and because emigration of single women was discouraged, men initially comprised the majority of German Jewish immigrants. The gender imbalance meant that Jews faced challenges finding appropriate marriage partners. Non-Jewish Germans did not face this hurdle. The standard should empower students to think critically about these differences.

To support student success, the standard should be revised to fit the theme’s chronology. Narrowing the standard’s chronological focus allows students to develop critical thinking tools needed to recognize historical patterns that can be later connected to broader historical narratives.

P. 73, 8th Grade, Theme 9: Reconstruction (1865 CE - 1877 CE), History 18. Power Dynamics, Leadership, and Agency, **Change:** “8.81. Describe how the Ku Klux Klan and other white supremacist organizations in the United States arose with the intention of maintaining the oppression of specific groups including African Americans, Jews, Catholics, Southern and Eastern European immigrants, and political opponents among others through informal institutions; consider how Klan and other white supremacist groups changed tactics over time.”

Comments: By directly addressing the often overlooked history of white supremacy in the United States, this strong eighth grade standard helps students develop tools necessary for understanding systemic oppression and for challenging the systems that

maintain it. Adding examples of the types of groups targeted by white supremacists during Reconstruction and subsequently is in keeping with the Social Studies Standards Re-development Guiding Principles' call for developing and utilizing a future-focused historical orientation. Highlighting the intersection of anti-Black racism and other prejudices supports student understanding the broader nature of white supremacy and the threat it continues to represent.

P. 74, 8th Grade, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), Geography 12. Movement, Population, and Systems, **Retain:** "8.86. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration."

Comments: This is a strong standard which highlights the many motivations various groups had for migrating to the United States. Particularly in the period specified in this theme, the demographics in the United States changed dramatically due to various events abroad as well as conditions within the country, and this period was crucial to laying the diverse groundwork for the makeup of the country today.

This standard is well aligned with and builds off of standards in high school as well as earlier grades, particularly:

- Theme 1: Citizenship, Civics 3. Dispositions and Democratic Principles, 3.8 (p. 28)
- Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, 9-12.US.55 (p. 111)
- "9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors (p. 111)

P. 74, 8th Grade, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), History 14. Historical Change, Continuity, Context, and Reconciliation, **Retain:** "8.88. Make personal connections to immigration stories and experiences--both in the past and present."

Comments: This is a strong standard that should be retained. Connecting contemporary lived experience to past events supports critical thinking in history. The standard also encourages each student to develop a deeper understanding of their identity and culture while leaving space for learning about others.

There is a period missing from this standard. Please add a period at the end of the standard after the word "present."

P. 74, 8th Grade, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), History 17. Critical Consciousness and Perspectives, **Change:** "8.89. Examine ~~both sides~~ multiple perspectives in debate or academic discussion of politics in response to immigration."

Comments: The term "both sides" should be changed to "multiple perspectives." The history of immigration during the period under study is too complex to be reduced to two sides. The standard should be expanded to include multiple perspectives. Responses to immigration were similarly complex as are current academic discussions. Requiring a more nuanced examination will support student learning about immigration.

P. 75, 8th Grade, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), Ethnic, Cultural, and Identity Studies 19. Diversity and ~~Identify~~ Identity, “8.90. Examine history from the perspective of the participants by presenting an original historical fiction piece to profile an immigrant’s experience, including the impact of anti-immigrant policies.”

Comments: Please correct the typographical error in the Anchor Standard.

High School Civics

P. 77, High School Civics, Inquiry 26. Take Informed Action, **Change:** “9-12.Civ.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, state, regional, and national ~~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.”

Comments: High School Civics focuses on the United States, and so the focus of this standard should be on the local, state, regional, and national levels.

High School Economics - No Comments

High School Geography

P. 86, High School Geography, Geography 11. Location, Place, and Region, **Retain:** “9-12.Geo.19. Explain and evaluate the process of place-making and the development of place-based identity.”

Comments: This is an important standard that recognizes the significance of place to identity.

P. 86, High School Geography, Geography 12. Movement, Population, and Systems, **Add:** “9-12.Geo.22. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, religion, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.”

Comments: In addition to being one of the most widely diffused dimensions of culture, religion has historically facilitated the diffusion of each of the other dimensions listed in this standard. Including religion in this list will give students the skills to explain historical facts such as the predominance of Islam in Indonesia, or the propagation of literacy in Europe following the Protestant Reformation and the advent of the printing press.

P. 86, High School Geography, Geography 12. Movement, Population, and Systems, **Retain:** “9-12.Geo.23. Describe, analyze and compare how human systems, perceptions, and identities shape places and regions over time.”

Comment: Similar to standard 9-12.Geo.19, this is a strong geography standard which helps students develop an understanding for how places and regions change and develop in response to the process of place making. This can include the creation of sacred sites, and how different societies interact with the natural environment.

P. 86, High School Geography, Geography 12. Movement, Populations, and Systems, **Add:** “9-12.Geo.26. Predict future social, political, economic, cultural, spiritual/religious and environmental opportunities; and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.”

Comments: This standard should add “religious” to its list of perspectives and opportunities. While spiritual describes a subset of what we would recognize as the sphere of “religion,” the term itself is much more inclusive of what the standard requires the student to consider.

High School New Mexico History

P. 89, High School New Mexico History, 26. Take Informed Action, **Change:** “9-12.NMH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and state ~~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.”

Comments: High School New Mexico History focuses on New Mexico and its position within the United States, and so the focus of this standard should be on local, regional, and state level problems.

P. 95, High School New Mexico History, Theme 6: Civil Rights, History 15. Cause and Consequence, **Change:** “9-12.NMH.47. Demonstrate historical causation by using”

Comments: This performance standard is missing information. Please add the missing details to complete this standard.

High School U.S. History

P. 98, High School U.S. History, Inquiry 26. Take Informed Action, **Add:** “9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, state, regional, and national ~~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.”

Comments: By definition, U.S. History focuses on the United States, and so the focus of this anchor standard should be local, state, regional, and national problems. Global problems are beyond the scope of the anchor standard, and should be addressed elsewhere.

P. 100, High School U.S. History, Theme 2: Early America: The American Revolution and Constitution, History 15. Cause and Consequence, **Add:** “9-12.US.27. Evaluate the social, political, and economic causes and effects of the system of racialized slavery and caste on diverse groups of people in the United States.”

Comments: This excellent high school history standard should be expanded to recognize the broader implications of racialized slavery and caste for society and culture in the United States. Adding the term “diverse groups of people” encourages students to think about the externalities of slavery and caste that go beyond the destructive impacts on the enslaved population, their descendants, and people of color more generally.

Examples range from the historical experience of ethnic and religious groups perceived as non-white, to the negative economic and social effects of slavery and caste on the United States as a whole. Privatization of once public amenities such as swimming pools and the defunding of public education and the social safety net are outgrowths of slavery and caste that affect diverse populations.

Additionally, the proposed change brings this standard into better alignment with other U.S. history performance standards, particularly:

- P. 100, Theme 2: Early America: The American Revolution and Constitution, History 15. Cause and Consequence, “9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans and enslaved Africans.”
- P. 101, Theme 3: Westward Expansion, History 17. Critical Consciousness and Perspectives, “9-12.US.39. Explain the causes and effects of this convergence on diverse people within the territories, Indigenous peoples, enslaved Africans, people on the borderlands, immigrants.”
- P. 102, Theme 4: Civil War, 1861–1865, History 17. Critical Consciousness and Perspectives, “9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans.”

P. 100, High School U.S. History, Theme 2: Early America: The American Revolution and Constitution, History 15. Cause and Consequence, **Add:** “9-12.US.28. Examine diverse stories of adaptation and resistance to systems of oppression including colonialism and slavery from the revolutionary period.”

Comments: This is an important high school history standard which provides students with tools to analyze the operation and impact of systems of power. It is unclear how the current version of the standard aligns to the theme which is focused on Revolutionary United States. To support student success, the standard should be revised to fit the theme’s timeline. Narrowing the standard’s chronological focus allows students to develop critical thinking tools needed to recognize historical patterns that can be later connected to broader historical narratives. This is in line with the high school U.S. history inquiry standards, in particular P.98, High School U.S. History, Inquiry 22. Construct Compelling and Supporting Questions, “9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data (while acknowledging the strengths and weaknesses of the explanations given its purpose).”

P. 100, High School U.S. History, Theme 2: Early America: The American Revolution and Constitution, History 15. Cause and Consequence, **Add:** “9-12.US.29. Evaluate the impact of the key ideals and principles outlined in the foundational documents of the United States on diverse groups of people, including Native Americans, and enslaved Africans, women, and religious minorities among others.”

Comments: This excellent high school history standard should include the additional markers of identity “women, and religious minorities among others” to ensure that students explore a broad range of narratives. Ideals and principles outlined in the foundational documents of the United States had equally important and lasting impacts

on women and religious minorities, neither of which are referenced in this theme. Evaluating these additional identity markers will also help students build a stronger historical consciousness.

Finally, the proposed additions bring this standard into alignment with coverage in other standards, such as:

- P. 102, High School U.S. History, Theme 4: Civil War, 1861–1865, History 17. Critical Consciousness and Perspectives, “9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans.”
- P. 119, High School World History, 9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, nationality, class and/or religion, reactions, and long-term effects of oppression.”
- P. 122, High School Ethnic, Cultural and Identity Studies, 9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.”

P. 102, High School U.S. History, Theme 4: Civil War, 1861–1865, History 17. Critical Consciousness and Perspectives, **Add:** “9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women, religious and ethnic minorities, and African Americans.”

Comments: To be as inclusive as possible of the broadest range of narratives, the current standard should be expanded to reference religious and ethnic minorities. By the onset of the Civil War, the United States had experienced decades of large-scale immigration that resulted in the transformation of the religious and ethnic makeup of the country with approximately 10% of the population foreign-born as compared to one percent in 1830. The period also witnessed a large migration of Irish Catholics and relatively sizable migration of Jewish Germans. For example, Jewish Germans began to arrive in New Mexico in the late 1840s and early 1850s. Concentration in the growing industrial centers led to larger participation of ethnic migrants in the Union Army. Just over 23% of the Union forces were foreign-born. About 400,000 Union soldiers were German-born or of German descent and approximately 150,000 were Irish Americans. They were joined by Jews, Italians, and Latinx Americans including the many who served in the Latinx-led New Mexico Volunteer Infantry.

P. 103, High School U.S. History, Theme 5: Reconstruction, 1865–1877, History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** “9-12.US.50. Compare and contrast the aims and failures of Reconstruction with global historical reconciliation and other U.S. reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction including but not limited to reparations for Japanese American internment, forced sterilizations, and the Tuskegee experiment among others.”

Comments: This standard intends to discuss how the U.S. failed to address reparations for enslaved African Americans following Reconstruction. However, the suggestions here are not parallel, and should be changed to include other U.S. reparations efforts

that are comparable in some manner. The standard should begin with the Theme's main focus, Reconstruction, and students should first be able to articulate the aims and failures of Reconstruction before explaining comparisons.

Any parallels should be clear and accurate comparing, victim to victim, perpetrator to perpetrator, and "denazification" is not parallel, as it was a political process focused on rehabilitating perpetrators.

The Australia Mabo Case/Terra Nullius also does not fit here, but would be beneficial to study in a standard on the treatment of Indigenous People in New Mexico and the United States or in high school world history and should be moved to those courses.

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, **Retain:** "9-12.US.55. Examine immigration policy in the United States over time."

Comments: This is a strong standard which, through its examination of U.S. immigration policy, highlights the American immigrant experience. Particularly in the period specified in this theme, as demographics in the United States changed dramatically, policies grounded in white supremacist and eugenicist thought led to policies that reinforced systemic bias against Asians, Southern Europeans, Jews, and other Eastern Europeans.

This standard is well aligned with and builds off of standards in high school as well as earlier grades, particularly:

- P. 28, Theme 1: Citizenship, Civics 3. Dispositions and Democratic Principles, 3.8
- P. 74, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), Geography 12. Movement, Population, and Systems, 8.86
- P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 15. Cause and Consequence, 9-12.US.61.

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** "9-12.US.56. Evaluate the economic system of the United States during the period 1865-1920 in terms of its rapid industrialization, distribution of wealth, labor practices and protections, and economic justice. ~~what an efficient, equitable, and just economic system would look like in the United States.~~"

Comments: The standard as written is too broad, hard to teach, and well beyond the high school level. The standard should be rewritten, providing greater specificity and a narrower scope. The transformation of the U.S. economy during this period from rural to urban, agrarian to industrial, and consequent impact on the treatment of workers should be taught and then evaluated in terms of labor practices and protections and economic justice.

In its current form, it is also not clear how the standard applies to this era and applies to the Theme. This increase in specificity would meet the anchor standard requirement while supporting thematic learning more directly.

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** “9-12.US.57. Examine ~~contemporary~~ labor struggles and populist movements in the United States ~~and around the world~~ from 1865-1920.”

Comments: In order to align this standard to the theme more precisely, the analysis should focus specifically on labor struggles and populist movements in the United States because this is a course on United States history. The above changes clarify that the focus is on analysis of American labor history. This also supports development of historical consciousness that can be applied to broader historical narratives and contemporary events. This would meet the anchor standard requirement while supporting thematic learning more directly.

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 15. Cause and Consequence, **Retain:** “9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.”

Comments: This is a strong standard which highlights the many motivations various groups had for migrating to the United States. Particularly in the period specified in this theme, the demographics in the United States changed dramatically due to various events abroad as well as conditions within the country, and this period was crucial to laying the diverse groundwork for the makeup of the country today.

This standard is well aligned with and builds off of standards in high school as well as earlier grades, particularly:

- Theme 1: Citizenship, Civics 3. Dispositions and Democratic Principles, 3.8 (p. 28)
- Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), Geography 12. Movement, Population, and Systems, 8.86 (p.74)
- Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, 9-12.US.55 (p. 104)

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 17. Critical Consciousness and Perspectives,

Change: “9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War, ~~and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.~~”

Comments: The standard as written requires students to evaluate two separate and somewhat disconnected issues. To support better acquisition of content and analytical skills, the standard should be separated into two. One performance standard should analyze westward expansion after the Civil War. The second should analyze the impact of the 14th Amendment. Splitting this standard also avoids the possibility that the analysis of the 14th Amendment will become a secondary consideration.

P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 17. Critical Consciousness and Perspectives, **Add:** “renumber standard, Evaluate the impact of the 14th Amendment on African Americans, Native Peoples, and Asian and European immigrant men and women.”

Comments: As noted above, evaluation of the impact 14th Amendment included in the current version of standard 9-12.US.63 should be its own separate standard. The 14th Amendment radically transformed the United States in ways that continue to reverberate through American society. As such, requiring a separate consideration of the impact of the 14th Amendment is in keeping with the goal of developing critical thinking skills and applying them to examinations of long-term processes.

African Americans should be added to the proposed standard because of the 14th Amendment’s origins in radical reconstruction following the Civil War and because of the profound impact it had on African American citizenship. Including African Americans in the proposed standard will also provide additional opportunities for comparison.

P. 105, High School U.S. History, Theme 7: Imperialism, 1890–1920, History 14. Historical Change, Continuity, Context, and Reconciliation, **Delete:** “~~9-12.US.65. Determine the effectiveness of post colonial institutions in ameliorating the effects of colonial rule.~~”

Comments: This performance standard goes beyond the time frame of the current theme (1890–1920) and is overly complex for a high school U.S. history course. The content to be studied here is unclear. Is this standard meant to address U.S. intervention in the Caribbean, Latin America, or the Philippines, for example. The use of “post-colonial institutions” for the time frame 1890–1920 is not clear, and is it possible the standard means to say “pre-colonial institutions?”

Given the post-World War II chronology of decolonization and its global focus, this standard would be a better fit for discussions of imperialism in a high school world history course, and should be deleted from U.S. history.

P. 106, High School U.S. History, Theme 8: Progressivism and World War I, History 17. Critical Consciousness and Perspectives, **Change:** “9-12.US.78. Examine the role of ~~colonial peoples~~, women, Indigenous peoples, American ethnic minorities and African Americans during World War I.”

Comments: This high school U.S. history standards should focus on marginalized and underrepresented groups that served in the American forces in World War I. As currently worded, the standard goes beyond the scope of high school U.S. history in ways that make it unclear what teachers should cover. Narrowing the focus supports deeper student understanding of the contributions of underrepresented and marginalized people to the American efforts during World War I. Alternatively, this standard could be included in high school world history where it is a better fit.

P. 107, High School U.S. History, Theme 11: World War II, History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** “9-12.US.95. Analyze the similarities, differences, and connections between white supremacist thought and racist

ideology and hierarchy ~~the racial social order~~ in both the United States and Germany during this period.”

Comments: This standard makes important connections between racism and antisemitism in the United States and in Nazi Germany during the period under discussion. The term “racial social order” is however too broad for students to make meaningful connections between the two. Students may also lack adequate knowledge of the history of European racialized antisemitism and anti-Jewish violence that forms the basis of Nazi racial ideology to gain critical insight. For example, students may fail to understand how Nazi racialized antisemitism became the model for all Nazi policies toward those considered “non-Aryans” including people of color. With this in mind, the standard would be improved by narrowing its focus to ideas with which students will likely be more familiar. Basing the requirements on discussions of white supremacist ideology, which is central to both Nazi racial ideology and American racism, makes the chances for success more likely. Finally, the proposed changes are better aligned to standard 9-12.US.99 which follows.

P. 108, High School U.S. History, Theme 11: World War II, History 15. Cause and Consequence, **Retain:** “9-12.US.99. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.”

Comments: Understanding the roots of the Holocaust is essential for understanding the causes and consequences of World War II and should be retained in this strong U.S. history standard.

P. 108, High School U.S. History, Theme History 17. Critical Consciousness and Perspectives, **Add:** “9-12.US.102. Evaluate the short- and long-term consequences of the war on diverse groups such as African Americans, Native Americans, Hispanic Americans, Jewish Americans, Japanese Americans, and Japanese nationals.”

Comments: Jewish Americans had to deal with short and long-term consequences of the war which annihilated six million of their fellow Jews, including many relatives. These consequences included consequences ranging from hiding their Jewish identity for safety, assimilation, to a growth in religiousness, and traditional practices. Jewish American Holocaust survivors had to deal with the short- and long-term consequences of the war, ranging from post-traumatic stress disorder (PTSD), years in displaced person’s camps, the challenges of changing countries and languages, and the death of all or most of their immediate and extended families. The impact of the war on Holocaust survivors, and second and third generation family members is a well-studied topic.

Just as there are intergenerational impacts of war on Japanese Americans and Native Americans, so too are there impacts of war on Jewish Americans. Accordingly, Jewish Americans should be added to this standard.

P. 108, High School U.S. History, Theme 11: World War II, History 17. Critical Consciousness and Perspectives, **Change:** “9-12.US.104. Analyze state-sponsored persecution and “othering” including ~~anti-Semitism~~ antisemitism and homophobia.”

Comments: Understanding the systemic nature of prejudices including antisemitism and homophobia supports the development of strong historical cons should be retained in this U.S. history standard.

Most scholars have shifted to writing antisemitism as one word because it is a distinct concept referring to hatred of Jews and there is no such human quality known as “Semitism” to which one can be opposed. We recommend this change to reflect current scholarship on the subject. Antisemitism is a term akin to homophobia, a noun, and we recommend following this convention in the writing of this keyword term. For some examples of media adopting the scholarly convention, see <https://www.jweekly.com/2020/08/06/dropping-the-hyphen-why-this-publication-is-changing-its-spelling-of-antisemitism/> accessed 11/02/2021, and <https://twitter.com/APStylebook/status/1385687075635204100> accessed 11/02/2021. The ADL, the oldest organization dedicated to fighting hatred, also follows this convention now: <https://www.adl.org/spelling> accessed 11/02/2021.

P. 108, High School U.S. History, Theme 12: The Cold War: 1945–1975, History 14. Historical Change, Continuity, Context, and Reconciliation, **Change:** “9-12.US.106. Analyze the impact of Red Scare ideology on social movements, ~~and~~ and activists, African Americans, Jewish Americans, and other minorities in the United States.”

Comments: Disproportionately targeted during the Red Scare were Jewish American and African American leftists, and this should be explicitly stated in the standard.

The Red Scare and McCarthyism in the United States had dramatic effects for left-wing social movements and those that supported them, and they also had a profoundly negative effect on minority communities. For example, in 1947, President Truman signed Executive Order 9835, which established a program for federal employees requiring an oath of loyalty after an investigation of their political affiliation. On the Attorney General’s List of Subversive Organizations was the National Negro Congress and the Council on African Affairs - both organizations which were fighting to expand civil rights. Being affiliated with these or other groups caused many to lose their jobs and be barred from working again in their industry.

The Black left was a major target of red scare attacks. Black unions were particularly targeted. See <https://www.jacobinmag.com/2020/05/mccarthyism-red-scare-civil-rights-movement> accessed 10/19/21.

These attacks also targeted other minorities such as Jews. The Attorney General’s List of Subversive Organizations included the School of Jewish Studies of New York, NY, and the 1959 list included additional Jewish organizations as well. Jews were disproportionately targeted during the Red Scare. For example, six of the ten of the Hollywood Ten were Jewish, and prosecutors frequently mentioned interrogating Jews who had anglicized their names. See <https://www.thejc.com/culture/features/hunting-communists-they-were-really-after-jews-1.10702> accessed 10/19/21. In education, for example, about 90% of the teachers blacklisted from teaching in the public school system due to their alleged membership in subversive organizations were Jewish. See <https://jwa.org/teach/livingthelegacy/jewish-radicalism-and-red-scare-introductory-essay>

For these reasons the standard should be changed to include this dimension.

P. 109, High School U.S. History, Theme 12: The Cold War: 1945–1975, History 17. Critical Consciousness and Perspectives, **Delete:** “9-12.US.112. Explore the impact of the Cold War on Indigenous peoples around the world.”

Comments: This United States History standard should focus on Indigenous people in the U.S., and not world history. This standard allows for the examination of the impact of the development of atomic weapons and uranium mining on Indigenous peoples in New Mexico and the United States and its territories. See

<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1027&context=aujh> and <https://www.atomicheritage.org/history/native-americans-and-manhattan-project>, and ““They Are Ancestral Homelands”: Race, Place, and Politics in Cold War Native America, 1945-1961,” by Paul C. Rosier <https://www.jstor.org/stable/4485893>.

P. 110, High School U.S. History, Theme 13: Civil Rights and People Power Movements, History 17. Critical Consciousness and Perspectives, “9-12.US.120. Analyze the causes, course, and impact on American politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation, focusing on the 1950s through 1990.”

Comments: This standard is overly broad and should state a date range that covers the Civil Rights movement’s start in the mid-1950s to the passage of the Americans with Disabilities (ADA) Act in 1990. Another standard covers LGBTQ rights in the 1968-2008 period (9-12.US.130. “Examine the experiences and activism of the LGBTQIA+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.”)

P. 111, High School U.S. History, Theme 15: U.S. in a Global Age, 2008–Present, History 14. Historical Change, Continuity, Context, and Reconciliation, **Retain:** “9-12.US.134. Examine anti-immigrant sentiment in the United States over time and the experiences of diverse immigrant groups past and present.”

Comments: This is a strong standard which, through its examination of contemporary anti-immigrant sentiment, highlights the greater history of the American immigrant experience. Particularly as demographics in the United States move toward a “majority minority” population, immigration policies reinforce systemic bias mirror those of earlier periods.

This standard is well aligned with and builds off of standards in high school as well as earlier grades, particularly:

- P. 28, Theme 1: Citizenship, Civics 3. Dispositions and Democratic Principles, 3.8
- P. 74, Theme 10: Immigration and Industrialization (c. 1880 CE - 1920 CE), Geography 12. Movement, Population, and Systems, 8.86
- P. 104, High School U.S. History, Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920, History 15. Cause and Consequence, 9-12.US.61.

P. 111, High School U.S. History, Theme 15: U.S. in a Global Age, 2008–Present, History 17. Critical Consciousness and Perspectives, “9-12.US.135. Create an action

plan for a more just and equitable America for diverse groups of people including Native Americans, and African Americans, refugees and immigrants.”

Comments: Refugees and immigrants should be included in this otherwise excellent high school history standard. According to the Annie E. Casey Kids Count Data Center, for the last decade approximately 20% of children in New Mexico are foreign-born or have one parent born outside the U.S. Adding refugees and immigrants makes the standard more inclusive.

P. 111, High School U.S. History, Theme 15: U.S. in a Global Age, 2008–Present, History 17. Critical Consciousness and Perspectives, **Change:** “9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, ethnicity, class, nationality, religion, gender, sexual orientation, and disability differently abled.”

Comments: For consistency, these standards should address a parallel list of identity markers and types of diversity as found in other standards like 9-12.WH.34, and 9-12.ECI.14.

P. 112, High School U.S. History, Theme 15: U.S. in a Global Age, 2008–Present, History 18. Power Dynamics, Leadership, and Agency, “9-12.US.138. Evaluate the effectiveness of the federal government’s response to international and domestic terrorism in the 21st century.”

Comments: This vital standard should also include evaluation of the federal government’s response to domestic terrorism. Domestic terrorism, particularly right-wing and white supremacist acts of terror have been on the rise since the 1990s. According to the Center for Strategic and International Studies (CSIS) there were 893 terrorist attacks and plots in the United States between 1994 and 2020, Fifty-seven percent were perpetrated by right-wing terrorists, 25% by left-wing terrorists, and 15% by religious terrorists. Ethno-nationalists, and terrorists with other motives accounted for the rest. According to the Washington Post, targets of domestic terrorism in recent years include a representative cross-section of the U.S. population including Blacks, Jews, immigrants, LGBTQ individuals, Asians and other people of color. Including domestic terrorism in this standard provides an important point of comparison and supports critical thinking about a complex and growing problem.

High School World History, Sample Topics by Time Period

Note: World History lacks a list of Themes comparable to U.S. History and New Mexico History. If the table of "Sample Themes" and "Sample Topics" organized into five time periods on pp. 121-122 is a preliminary step to creating final Themes, this work should be completed before the standards are finalized.

P. 114, High School World History, column two Sample Themes by Time Period, 1300-1500: Global Encounters and Exchanges Grow, bullet six, **Change:** “~~Major global trends from 1000-1500 CE.~~”

Comments: This appears to be a placeholder. The theme listed, major global trends during the time period, is too vague and should be replaced with more specific guidance on the themes to be covered from 1000-1500 CE.

P. 114, High School World History, column two Sample Themes by Time Period, 1450-1770: The First Global Age Emerges, bullet six, **Change:** “~~Major global trends from 1450-1770~~”

Comments: This appears to be a placeholder. The theme listed, major global trends during the time period, is too vague and should be replaced with more specific guidance on content from 1450-1770 CE.

P. 114, High School World History, column one Sample Topics by Time Period, 1450–1770: The First Global Age Emerges, **Add:** “1450–1770: The First Global Age Emerges - (Topics may include but are not limited to Fall of Constantinople, Reconquista, 1492 Edict of Expulsion or Alhambra Decree, Inquisition, War of the Roses, Columbian Exchange, Ayiti (Taino), Tenochtitlan (Aztec), Cajamarca (Inca), Mestizo, Songhai Empire, Transatlantic Slave Trade, African Diaspora, Safavid Empire, Renaissance, Julian v. Gregorian Calendar, Gutenberg invents printing press, Scientific Revolution, Protestant Reformation, Counter Reformation, Absolute Monarchies, Elizabethan Age, Glorious Revolution, Iroquois Confederacy, Enlightenment, Qing Dynasty, Tokugawa Shogunate, etc.)”

Comments: The 1492 Edict of Expulsion should be added to the list of topics of this era. The expulsion from Spain at the end of the 15th century of the country’s Jews and the forced conversion of Jews to Christianity is particularly relevant to New Mexico’s Jewish community, of whom 4% count themselves as descendants of Spanish Jews.

Prior to the Christian reconquest of Spain (Reconquista), Jews and Muslims were integral to the cultural, political and economic life of a rich and diverse Spanish culture. During the hundred years prior to the expulsion of the Jews from Spain in 1492, there began persecutions, pogroms, forced conversions, and massacres against Jewish communities. Due to the Alhambra Decree, or Edict of Expulsion of 1492, between 40,000 and 100,000 Jews were expelled and forced to leave Spain. It gave the choice between expulsion and conversion to Catholicism. About 250,000 to 300,000 Jews, or about a quarter of the Spanish population, had to convert to Catholicism or flee Spain, and Muslims were also expelled shortly afterward in the next few decades. See <https://www.npr.org/sections/parallels/2014/12/25/371866778/after-522-years-spain-seeks-to-make-amends-for-expulsion-of-jews> and this primary source describing the expulsion, scroll down the page to read it

<http://www.sephardicstudies.org/1492account.html> accessed 10/18/2021

The Transatlantic Slave Trade should be added to the list of topics of this era, as the triangular trade of slaves, sugar, and rum with New England, Europe, Africa and the Caribbean is a critical part of world history during this era and had a large impact on international relations at that time and in later eras.

One of the largest changes in this era was Johannes Gutenberg’s invention of the printing press with movable type in 1439, and the start of the printing revolution with its rapid diffusion of knowledge via print.

P. 114, 1750–1923: Revolution, Democratization, and New Empires Spread, High School World History, column two Sample Themes by Time Period, **Add: Add bullet** after bullet three:

- “Expansion of slavery and the abolition of slavery 1750 to 1888”

Comments: In world history, at present, there is not a bullet on the theme of slavery. The expansion of slavery internationally in the British, French, Spanish, and Portuguese empires, and its eventual abolition, concluding with abolition in Brazil in 1888 should be listed as a specific theme. This large international topic and theme should be included and slavery outside the United States and U.S. history should be a topic for high school students.

P. 115, High School World History, column one Sample Topics by Time Period, 1900–1980: Conflict & Self-Determination Expand, **Change:** “1900–1980: Conflict & Self-Determination Expand (Topics may include but are not limited to Mexican Revolution, World War I, Armenian Genocide, 1918 Pandemic, Treaty of Versailles, Panama Canal, Global Great Depression, Nationalism, Japanese Empire, World War II, Holocaust/Shoah, Greek Civil War, Rape of Nanking, Chinese Revolution, Pinochet in Chile, Cuban Revolution, Asian Independence Movements, Nonviolent Resistance Movements, Sykes-Picot, League of Nations Mandate System, Nation State of Israel, Middle East Conflicts, Partition of India, U.S. Civil Rights Movement, African Independence Movements, Fall of Saigon, Cambodian Genocide, Tiananmen Square, League of Nations, Cold War)”

Comments: We appreciate that the Shoah is included in this list of topics, but we suggest the much more well-known name of the “Holocaust” be added, either together with Shoah, or instead of Shoah.

The League of Nations Mandate System created following WWI should be added to this list of topics because of the large impact it had on the history of the Middle East. The League of Nations divided Ottoman lands between the British and the French after World War I. Britain was given the Palestine Mandate on land comprising modern-day Israel, the West Bank, Gaza, and Jordan. France was given a mandate on land comprising Syria and Lebanon. The mandate system was established under Article 22 of the Covenant of the League of Nations, and entered into force on June 28, 1919, though implementation and refinement took place over the next several years. See https://avalon.law.yale.edu/20th_century/leagcov.asp accessed 10/18/2021.

The official country name of the State of Israel in Hebrew is *Medinat Yisrael*, or “State of Israel” in English.

If this list will remain as is, it would help to organize it in chronological order. It appears to be quasi-chronological at present, but not consistently so.

P. 115, High School World History, column one Sample Topics by Time Period, **Retain:** “1945–Future: Global Interconnections Accelerate (Topics may include but are not limited to Nuclear Age, United Nations, Universal Declaration of Human Rights, NATO, Space Age, Apartheid, Fall of Soviet Union, Globalization, Information Age, Social Media, Nationalism, Global Influence (U.S.A, China, Russia), International Unions (EU, AU, USAN, ACD), Economic Growth of the Global South, War on Drugs, War on Terror, Rwandan Genocide, September 11th, Afghanistan War, Iraq War, Arab Spring, Great

Recession, Equity Movements, Climate Change, Indigenous Environmentalism, Green Revolution, Greenbelt Movement, Paris Agreement, Covid-19 Pandemic, WHO, NAFTA/CUSMA, etc)”

Comments: The Universal Declaration of Human Rights should be retained because it is important to learn about how the international community has created this statement on the principle of human dignity and the value of human rights. International understandings of human rights developed out of world reaction to the Holocaust, and this connection is important to retain. See <https://www.un.org/en/about-us/udhr/history-of-the-declaration> accessed 10/18/2021.

High School World History

P. 117, High School World History, Geography 12. Movement, Population, and Systems, **Add:** “9-12.WH.16. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, religions, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.”

Comments: “Religions” should be added to this list of topics that diffuse. Standard content in world geography courses is to cover the diffusion of religion, both expansion diffusion, how religions themselves spread across space and time (through persuasion, proselytization, or other forms of cultural diffusion), and relocation diffusion, the diffusion of members of religious groups (through migration, population transfer, conquest, diaspora, or expulsions).

P. 118, High School World History, History 14. Historical Change, Continuity, Context, and Reconciliation, **Retain:** “9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.”

Comments: Religion is a critical category of culture in world history and religious developments should be retained in this world history standard.

P. 118, High School World History, History 17. Critical Consciousness and Perspectives, **Add:** “9-12.WH.30. Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous peoples, national, regional, racial, ethnic, religious, class, and gender, sexual orientation, and differently abled.”

Comments: Perspectives in history are informed by many more categories than just the ones mentioned in the standard, as the wording points out. However, religion is easily as fundamental a category through which to view the world as any of the others listed, not only in understanding history but also on the part of the students who come to the material from their own backgrounds. For many, such as Sikhs, Muslims, and Jews, religion is *the* fundamental category which determines group perspective.

For consistency, this standard should address a parallel list of identity markers and types of diversity as do other standards cited earlier. See General Comment regarding references to Indigenous peoples.

P. 119, High School World History, History 18. Power Dynamics, Leadership, and Agency, **Add:** “9-12.WH.33. Investigate cultural and historical developments within societies with attention to religions, belief systems, ideologies, the arts, science, and technology.”

Comments: Religions play an important role in power dynamics, and cultural and historical developments within societies, and for historical accuracy, should be included in this standard.

P. 119, High School World History, History 18. Power Dynamics, Leadership, and Agency, **Add:** “9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: constructions of race, ethnicity, gender, sexual orientation, nationality, class and/or religion, reactions, and long-term effects of oppression.”

Comments: For consistency, these standards should address a parallel list of identity markers and types of diversity, as other standards. Sexual orientation is included in standards 9-12.US.136 and 9-12.US.130, and should be added to standards 7.27 and WH.30.

P. 119, High School World History, Ethnic, Cultural, and Identity Studies 20. Identity in History, **Change:** “9-12.WH.35. Compare and contrast the various origins (~~including but not limited to: indigenous, forced, voluntary~~) of identity groups, including but not limited to racial, ethnic, gender, sexual, national, class, and/or religious groups, push and pull factors, and origin or migration (Indigenous, forced, voluntary) in World history.”

Comments: This standard is about identity and not about types of migration. The three categories presented in this standard as types of identity are vague, and are difficult for students to connect to their own backgrounds. For example, are refugees seeking asylum from war, genocide, or persecution, voluntary or forced? Providing a list of more specific identity categories will help students think more clearly about the origins of other students’ as well as their own identities and origins. Adding push and pull factors, and whether origins include Indigenous, or forced or voluntary migration are helpful factors to add after first considering identity categories.

P. 119, High School World History, Ethnic, Cultural, and Identity Studies 20. Identity in History, **Retain:** “9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.”

Comments: This is a strong standard that reflects the fact that religions play an important role in power dynamics, and cultural and historical developments within societies, and for historical accuracy. Religion is often a central component of ethnic identity, and this standard as written ensures proper representation of the diversity of New Mexico.

P. 119, High School World History, Ethnic, Cultural, and Identity Studies 20. Identity in History, **Retain:** “9-12.WH.37. Examine the role colonization, assimilation, and/or syncretism plays in the evolution of cultural, ethnic, racial, and religious identities and language.”

Comments: “Religious identities” should be retained in this ethnic studies standard. Syncretism between Indigenous and Christian religions play an important part in New Mexico, historically and today.

Religious identity intersects with racial, ethnic, gender, cultural, and other social identities that cannot be reduced to simple racial categories, but in fact contribute to the intra-ethnic diversity found in New Mexico’s diverse demographics. Membership in a religious group is often an important part of ethnic identity among American immigrant communities, and a central component of understanding their persecution and immigration to the United States, as is clearly demonstrated by the Yazidis from Syria and Iraq, and the Maronite Christians from Lebanon.

High School Ethnic, Cultural, and Identity Studies

P. 122, High School Ethnic, Cultural and Identity Studies, Ethnic, Cultural, and Identity Studies 19. Diversity and Identity, **Add:** “9-12.ECI.14. Identify and analyze cultural, differently abled, ethnic, gender, sexual orientation, national, political, racial, and religious identities and related perceptions and behaviors by society of these identities.”

Comments: For consistency, these standards should address a parallel list of identity markers and types of diversity. This proposed addition brings this standard into alignment with coverage of demographics in other standards, including p. 111 High School U.S. History, “9-12.US.136. Evaluate the effects of the representation of diverse people in the US government including race, gender, sexual orientation, and disability.

[EXTERNAL] comments on proposed social studies rules

Paul Hopkins <drpaulhopkins@gmail.com>

Fri 11/12/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dar Mr. Sena:

Having carefully reviewed the proposed rules for social studies curriculum in New Mexico I wish to congratulate the committee's careful and helpful work. I believe the proposed rules are, in general, a wonderful update of our current curriculum guidelines. I have been a resident of New Mexico for 30 years, and my daughter and my daughter in law are both teachers. I know that they welcome these proposed changes, as do I.

Specifically, I applaud the intention to encourage students to think critically. I also believe that the emphasis on acknowledging the facts of our history, good and bad, are necessary for students to be good citizens. Finally, I am grateful that the wide diversity of races, ethnicities, and various groups in our state are acknowledged and included.

Thank you for this good work.

Paul E. Hopkins
9616 San Bernardino NE
Albuquerque, NM 87109
505-379-9753

[EXTERNAL] Supporting Proposed Change

aztrab <aztrab@comcast.net>

Fri 11/12/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Board of Education,

As a long time New Mexico higher education instructor and a graduate of a NM high school, I am writing to express my strong support for the proposed standards and the addition of the new categories of ethnic, cultural and identity studies and inquiry. I do believe that such inquiry will help students learn to think deeply, ask good questions and evaluate sources of information, which, in the current world, where we are bombarded with information from every direction, is a critical skill in being able to be informed and responsible citizens.

There are many things we need to repair in our educational system, but without question providing education that is culturally and linguistically responsive in a state that is known for its diversity, its multi-lingual and multi-cultural populations, is paramount. The time has come to make this work equally for everyone. Providing this will not completely solve the problem, but it will help a great deal.

I applaud the work of PED and have great respect and faith in this proposal to create a model for the country in multi-cultural inclusion.

Thank you all for your work and for taking comments.

Alice Trabaudo

IRW Instructor, Full Time

Note: This is sent from an electronic device. Please excuse any misspellings or autocorrect errors.

[EXTERNAL] Social Studies Curriculum Standards

Bo Keppel <bokeppel80@gmail.com>

Fri 11/12/2021 4:07 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am writing as a member of (NOT a spokesperson for) the Santa Fe Branch of the NAACP and as a former educator who taught students at the pre-school, elementary, secondary, community college, and university levels, as well as students incarcerated, at the time, in a state prison.

I have participated in the careful review of the new Social Studies Standards by PED and must agree with the overall view of the NAACP, Santa Fe Branch, that these standards are a vast improvement over those previously held. The principles of commitment to diversity, equity and inclusion clearly motivated those who were involved in the development of these standards.

Ignoring the truths of the past does not prepare youth to be responsible adults. Rather, presenting those truths in context, supporting students in understanding the meaning and significance of what has occurred, encouraging them to question, research and assess are valuable skills which engaged citizens use.

I strongly support these new Social Studies Standards. Thanks to those who worked hard and long to develop them and thanks to PED for allowing extensive presentations from the community.

Sincerely,

Bo (Roberta L.) Keppel

[EXTERNAL] PED

Sean <scarter0313@gmail.com>

Fri 11/12/2021 4:08 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you all so much for your time and creating this forum. I have a son who will soon be going to school and I appreciate the changes revised but I believe it is not enough.

There is a lot being left out in the curriculum. German school children will learn about the Holocaust for an average total of a bit more 20 history class hours in either school year 9 or 10. Along with a mandatory

It is important for our children here in the US to learn the impact of the choices the folks in this country have made.

If the curriculum is going to touch the Reagan Era I want my son to be taught about how the cold war destabilized latin america and who profited from the proxy wars that were funded by bringing crack into black communities across america. Adding to that I want them to understand how the lies told by the US administration led us to a series of wars that have similarly destabilized the middle east. I also want him to understand the Clinton Era.

I want my son to be taught about how indiscriminate the violence was during the Jim Crow era and I want it to be very clear that these acts of violence were terrorism.

I want my son to come home from school and tell me about the Tulsa massacre that i had to learn about on a fiction tv show or how the MOVE bombings in philly decided to drop bombs on the move organization and letting a two blocks of homes owned by black folk to be burned down. These events not only highlight how far we as a country have grown but also how much work we have to do.

I believe our children should understand that the effects of slavery didn't end after the civil war, nor juneteenth nor because of mlk or because we've had a black president.

Also I think that anyone who is opposing these changes are an example of what happens when you aren't educated properly and education would go a long way to enlighten folks. I want to encourage folks to understand that critical thinking isn't synonymous with critical race theory; it's just the conclusion that's made when you learn how to think critically.

These proposed changes are a good start and I support them but with the caveat that I believe there is more work to be done.

--

Sean Carter Villatoro

301-250-6896

[Portfolio](#) | [LinkedIn](#)

[EXTERNAL] Part 3 of Comments to Social Studies Standard

David Tofsted <dtofsted@gmail.com>

Fri 11/12/2021 4:10 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Michael S. Potts <michaelspotts1951@gmail.com>; Rick Reynaud <rick@verde-environmental.com>; Amy Barela <Amy@gopnm.org>; Juan D. Garcia <garciajd1955@gmail.com>

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This email is written as the comment period on the Social Studies revisions is ongoing. What appears clear is that there are two groups of people who are talking almost exclusively about two different aspects of the proposed revised standards.

The one group is applauding the inclusion of elements in the standards that will recognize the histories of indigenous peoples in the social studies standards. The reasoning behind the inclusion of these aspects of history is that these elements were previously included in a simplified or false form or ignored altogether. In this regard the updated standards are a step in the right direction.

The other group is concerned over aspects of the standards that focus students on identity groups and seek to promote group activism. Yet to my hearing, none of the advocates for the expansion of information and insights into histories are talking about this concern over activism.

Therefore, removal of these identification criteria in the standards and an over-attention on advocacy and/or standards that would lead students into this "social justice warrior" mode would not affect the interests of citizens advocating for the expansion of views of history.

Let us look at some specific passages that are of concern with regards to these advocacy issues.

In the KINDERGARTENER curriculum are the following passages under the F. Inquiry portion:

- (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.

My problem with this paragraph is that these students do not yet know how to read. (1) How can they possibly have any sense of proportion, or understanding of "deliberative" or "democratic" procedures? When were these taught? They are nowhere else described in the curriculum. (2) What is the basis of believing that these students will have any sense of what constitutes a local, regional, or global problem? This standard, along with those of several succeeding years with similar language, is completely inappropriate for children of this age.

(3) Such attempts to manipulate our children to become advocates of certain "civic problems" almost compels us, the tax paying public, to ask WHERE such children are coming up with these "problems" and whether they are being directed into these by their teachers.

Throughout these standards there is an attempt to begin by leading students to see their "identity group" or groups, then to see how their identity group is distinct from others. Then to see how their group might be at a disadvantage to that of other groups. Then to seek to join in to seek "equity".

For example, "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." seeks to force students to join in this "EQUITY" objective. 6.29.11.14.E.3.

Then, "(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.F.5.

In this paragraph one finds a forced student requirement to self-identify with a particular affinity group, look at possible negative perceptions of that group, and then plot to take actions to address this issue as a problem.

In the process of this dogmatic view, where is the source of these opinions coming from? What books are being used to understand these issues? Is this simply JINGOISM writ small, in terms of ethnic groups or intersectional identity groups?

And if a student should find herself/himself in a classroom where the ethnic identity of the majority of students is different from their own, and the teacher shares the ethnic identity of the majority, what is to protect this student from the majority? This clearly is wrong, and may not happen in every instance, but what is the point of establishing a segmented and separated set of objectives by different groups within a single classroom.

In particular, consider 6.29.11.15.E.1 seventh grade standard states: "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."

This objective is problematic because many of us who migrated here during our lifetimes do not share any portion of the "heritage" of New Mexico through its "symbols, traditions, or culture." Cultural heritage is important, but our cultures extend outside this state to embrace all of America. Thus this objective is restrictive in that it focuses on only New Mexico. Where is the equivalent objective that directs students' attention beyond only this state to that of the culture of the United States as a whole? Or Western Civilization as a whole?

6.29.11.21 [US History] in para. A.3.kk mentions police brutality. Yet where is Cancel Culture mentioned. Where is the "Moral Majority" be discussed? Where is the T.E.A. Party and its objectives of balanced budgets and limited taxation mentioned?

Thus there are significant elements of current society and recent history that are being ignored or glossed over or deprecated relative to indigenous students.

Yet the problem with this entire curriculum is that even though it attempts to claim to follow Yazzie and Martinez in fact the Yazzie-Martinez ruling emphasized the need to ensure our students are career or college ready. Yet the inquiry standards do nothing to ensure our students know better how to read or write.

Let us also go back to our US Constitution. There, the focus was on EQUALITY. Likewise, our civil rights laws are based on EQUALITY. Yet these standards only mention "equality" one time. Yet they mention INequality seven times, and also mention "equity" numerous times. Thus the focus of these standards is NOT on

American values of ensuring equality but on an overly emphasized objective of "EQUITY" which is NOT called for in the New Mexico State Constitution or in the Yazzie-Martinez ruling. Yazzie-Martinez was completely focused on EQUALITY and **NOT** EQUITY. Thus these standards are biased toward a particular political (SECTARIAN) ideology.

As I have stated previously, the New Mexico State Constitution specifically disallows SECTARIAN schools from being funded through our tax dollars. This standard is blatantly biased towards a specific SECTARIAN viewpoint. Also, based on the recently passed legislation, if the rights of state citizens have been denied by state employees, then it opens up the state to be sued by citizens for redress, with awards in excess of \$2 million per incident. By passing this new standard you have opened up our state to a significant lawsuit that denies students and their parents by instituting this biased curriculum on our young people.

Regards,
David Tofsted



Virus-free. www.avg.com

[EXTERNAL] Public Comment**Bill Renfro** <bill.renfro@hotmail.com>

Fri 11/12/2021 4:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the NM PED Social Studies Draft Standards Committee

I am writing in support of the proposed standards for the teaching of social studies in public education K thru 12 in the state of New Mexico. I agree with the statement, "The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

I applaud the efforts of the committee in developing standards that are open and inclusive in a multicultural state. I am impressed that you approach social studies and history with a search for truth based on the most factual propositions possible from multiple points of view and open listening to the stories of all cultures and all ethnicities in New Mexico with equal response.

Thank you for your work!

Rev. William C. Renfro, PG (Professional Geoscientist)
Member of the Congregation at
St. Andrew Presbyterian Church
Albuquerque, New Mexico

[EXTERNAL] Feedback on CRT social studies & indoctrination

Marcie May <m.m.marcie2012@gmail.com>

Fri 11/12/2021 4:16 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>; John.cardinale@hearst.com <John.cardinale@hearst.com>; Suzey Gao <snlgao2020@gmail.com>; Audrey_D_Trujillo@hotmail.com <Audrey_D_Trujillo@hotmail.com>; Joanna King <kingrules@gmail.com>; Kevin King <keloki.mail@gmail.com>; Dave <David.F.May@gmail.com>; Casey Petersen <caseysmayl@gmail.com>; matrimcauthon <vidsforacause@protonmail.com>; Dennis Smith <DennisKSmith@protonmail.com>; Anette SNL <anet4j@ymail.com>; John Rockie <johnandraquell@hotmail.com>; Monique Ramacciotti <jmramacciotti@msn.com>; Veronica de la Garza <hdlg1@msn.com>; stefani.lord@nmlegis.gov <stefani.lord@nmlegis.gov>; Ethel Maharg <mayormaharg@hotmail.com>; Dave APS Robbins <dobbins10@comcast.net>; Dave Jones <emildave@gmail.com>; Tom Mead <meadtu@mindspring.com>; webstaff@koat.com <webstaff@koat.com>

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Dear NMPED:

As an educator both public and private and Home Educator for over 32 years, I have seen many assets of CRT that have been deeply embedded throughout my teaching career, in the public schools, whether under that name or not.

In my classrooms and those of my friends, I've seen teachers of all ethnicities treat each child with respect across all ethnic backgrounds, which is what we would all want.

One thing we have seen over the past decade or so is a concerted migration of the lack of respect that NMPED and our Public Schools have had for Parents of children. Even in your corporate standing in Dunn & Bradstreet, both APS and NMDPE have been called the ULTIMATE PARENT. I find that offensive, though it reflects the under current manifesting through this new document. "Parents are the problem." Also, the United States is the problem.

Growing up in Chicago, IL, we were really blessed to have such a rich mixture of culture's and diversity. We all had one thing in common- we were Americans.

But slowly as we see today n we've seen, even among our young adults, that this is something to be ashamed of. That there is also something to be ashamed of about - our country, our personal family values. And much of this has been from subversive teaching from the public schools.

A basic overview and comparison of the former standards show the removal of basic history in order to implement a more radicalized agenda designed to further promote this divide. By Design.

I have to say that in campaigning with multiple candidates across the state over this past year that I have made many friends and have seen the same kinds of questions and concerns regarding our Public Schools.

From the South Valley in Albuquerque to the northern reaches of Wagon Mound two tier C in Alamogordo people are all voicing the same opinion. That is that the public schools are sadly lacking teaching basic skills. The introduction of teaching social studies was to replace the teaching of History. This was a socialist agenda.

I agree with the one zoom speaker today that said that critical race theory is trying to be the the father of the children. Having children focus on their feelings rather than on basic facts and truth about people is the purpose of social studies.

There is a blip on the 5th grade curriculum about teaching about the Constitution but then it is followed up about how awful United States is. That's an obvious attempt to demonize the country by those pushing critical race Theory - a country that they are wishing to destroy. The founder of critical race Theory it's also making beaucoup bucks and is one of the influencers of the school boards of America who labeled parents as domestic terrorists. I've got a problem with that.

We need only take a look at the history of the Native Americans in the school system with the Native Americans and boarding schools for the Indians here in New Mexico. The children were taken out from the homes and were separated from the parents.

By golly, they were going to show them how barbaric their Indian Heritage was. So they put them inside boarding schools, with no parents to protect them. And today we have so many who have been really damaged because they lost their family unit and they were told that their life was bad. The young men that are now fathers have no basic skill sets that they can use and are now reliant on others to show them the basic ways to use the land. It is sad because they have lost their history. This is from their words not mine. This is from testimonies from one of the one of our Native American friends on the rez.

Personal testimonies of people sharing where they were abused as children both physically psychologically and sexually were rampant on the reservation and at these Indian schools. And stunning Indian School Road. A reminder to what happened. That was multiple ages doing the abusing.

When a public entity decides that they are going to try to wipe away the culture religion and family values that are deeply held traditionally with a group of people there only seems to be one reason to do that. And that is to separate children from their parents to push their own agenda.

Hitler did this very effectively targeting children during the teenage years to radicalize them into his Nazi identity. I see very similar tactics in this especially because it is so highly politicized and we are already seeing the fruit of what is going on.

You cannot hide the lgbtq radicalized agenda that is targeted towards our children. There's currently even A Gay Men's Choir who has a song that says we're coming after your children. It's pretty popular. It's very disturbing.

At this point there's not very much I would trust any public school to do with any child that is very good especially from New Mexico period we are now number 51 out of 50 states according to Forbes magazine. We can't seem to get this formula right except to become the worst possible state for education.

You can put two and two together and see that there's an agenda to take our children away from the parents so that these powers that be can do whatever they want. There is a lot of trafficking in our state and introducing hyper sexuality education in the classroom teaches children that anybody can discuss sexual activity with them because that's okay makes them vulnerable to sex trafficking It leaves them vulnerable to attack and it leaves them unprotected.

This needs to stop.

Frederick Douglass known as The Runaway Slave became free because a woman took the time to educate him and taught him how to read. After he started teaching the other slaves to read is when his master started to beat him into submission. When he finally realized what was going on, he fought back.

Freedom for children doesn't come by making them feel like they are a victim. It comes by educating them and giving them the tools to survive and to succeed in life.

Constant inward navel gazing will only train them to look why they cannot succeed. Trying to live life by not being mean cannot be a goal. Sometimes you have to do what's right. Abusers play on this tactic to make their victims feel like they are being mean. And then making themselves look like a victim. This kind of indoctrination training is purposeful and dangerous throughout this critical race Theory social studies indoctrination.

The goal? It will only train them to be jealous of what others have more than they have instead of how can they make do and make more from what they have. This is the inherent problem in the public school system today.

The critical race Theory or whatever you want to call it is bent on creating victims instead of Victor's in our Public Schools. No one has everything handed to them on a silver platter.

In fact adversity "can" make people great. But, it's not a given. Training children to always be a victim is training them to fail.

And that is what this critical race Theory curriculum is teaching children to do. Fail. because the world and everybody else on the planet owes them something and they will never be able to do anything otherwise until everyone does what they want. That's a failing strategy.

And New Mexico has all the statistics to prove just that. Like I said it's been this way for a long time and adding more fuel to the fire is not going to help our children 1iota.

Sorry socialism studies needs to be removed. Teach children history so that we can learn from our mistakes in the past. That is what is missing. Teach them but they don't have to go down the path of destruction.

Encourage them to go on the path Less Traveled. We've wasted so many years of children's lives talents and dreams because they've been sitting around waiting for someone to give them a handout.

They need the validation from their parents not a government Institution. And they need the tools from the school to get the job done.

But this is not been the agenda of the radicalized left and the teachers unions. That needs to change.

I suggest parents pull their children out of this public school system because it is a failing system. Albuquerque Public Schools gets almost two point two billion dollars according to Dun & Bradstreet through Albuquerque Public Schools District 12 and nmped. Where the hell is this money going? And where is it coming from? That was in the year 2020! All we hear is we don't have any money and we don't know what we're doing. Well you don't know what you're doing. You guys need to become accountable for every dollar wasted and thrown into some kind of Abyss that is hell bent on

destroying our children and how they see themselves. Stop indoctrinating children and stop grooming them to fail!

And stop teaching them that it's okay to Kill The Unborn. These guys are the closest to that age and when you tell them that these guys are just a few years away from that the age of abortion. They get the message. Their life is not worth living. Except for a few dollar bills that get put in your pockets.

Children deserve better.

That is the problem with our Public Schools.

A system dominated by teachers unions and special interest groups to promote their political agenda. They don't have the best for the children in mind in my humble opinion.

Thank you,

Marcie May

[EXTERNAL] Parent comment on the Social Studies standards

Joyce Brinton Anderson <brintonchick@yahoo.com>

Fri 11/12/2021 4:18 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

My name is Joyce Anderson. I am a parent of students in the Los Alamos District. I am also a former social studies teacher here in New Mexico and in Arizona. As a school teacher I taught grades 7 -12, and I have taught all of the social studies subjects over the years: American History, World History, History of Civilization, geography, economics, civics/American government, Arizona History, and New Mexico history. I have also taught children in some capacity eg: public schools, Sunday School, substitute teaching, and private tutoring for over 25 years.

I know the changes to the social studies standards have been very controversial. I have a few thoughts based on the published draft of the document.

On page 9, some of the guiding principles listed for the new standards include: social justice, equity and diversity. All three of these things point New Mexico teachers and students to a “zero-sum game” approach to social studies, which will pigeon hole students based on inter-sectional definitions and reduce students and the concepts presented in social studies into narrow categories. Social justice is based on anger and retribution and forces us to judge actions, ideas and people of the past by today's ridiculous standards of behavior and double speak. The principle of equity also forces the “zero-sum game” mentality to be used in teaching and developing lessons. Under the principles of equity the only way one group “wins” is for others to lose. Taking such a narrow view of social studies is wrong, and wholly un-American.

First, I am concerned on the heavy emphasis of identity and cultural groups as victims. While it is important to acknowledge different groups and how they impact history and economics, the way this set of standards is written emphasizes differences rather than similarities. This approach also perpetuates the notion that no one can escape their victimhood class or rise above their circumstances. This divisive approach will only serve to increase tensions between students. And as unpopular as it is, European culture must be included in social studies as the majority of students in the United States can trace their ancestry back to Europe in some capacity. It also seems as if these standards seek to blame Europeans for most of the things left-wing activists have deemed problematic in the 21st Century. I did not see any mention of how native peoples used violence, slavery, to oppress

each other (because that did happen in the course of history). If we want our kids to learn about the past, then lets learn about ALL of the past, and not assign blame to one group or side.

Second, specifically in the 5th grade standards is a requirement that students describe how “inequity in the US laid the foundation for conflict that continues today.” This statement is reflective of the “anti-racist philosophies”, which are in fact, racist and assumes that systematic racism is part of every day American life in the 21st Century. Systematic racism is not part of every day American life, there might racist people, but the American system is not racist. I did not see any mention of the history of the Democrat party and its role in the rise of the KKK, segregation, Jim Crow laws, and the Civil War either.

Third, in the high school history standards there is a standard to examine gun violence in the US without talking about the Second Amendment. Such a oversight will lead to one-sided and biased discussions, curriculum choices and does not give students the whole picture of this issue.

These are just some examples, there are many more tucked into the pages of this document. Over all my take away is that the new standards tear down America, the foundation and founding documents of the United States, and present Americans as the worst people in the world. The United States has the longest in-use Constitution in the world today. The principles espoused in our foundation and founding documents are eternal and universal and such that countries all over the world have sought to imitate them.

I'm not suggesting we take a “Pollyanna” view of the United States, its history and economics, and government at all. We absolutely need to talk about the ugly parts of history and economics, governments and so on, but we also need to talk about how we have matured and advanced as a society “to form a more perfect union”. We need to drop the obsession with identity studies and inter-sectional victim groups. We need to emphasis our similarities as Americans and how we approach the issues we face as a nation instead of dividing us based on skin color, sexual orientation and so on.

To conclude, I am asking the the PED not adopt these standards as written and take them back to the drawing board, remove the divisive elements and present a more complete approach to social studies. Perhaps ask teacher and parents who are not activists to participate in the second draft of these standards.

Thank you for your time.

Sincerely,
Joyce Anderson
Los Alamos, NM

[EXTERNAL] Fwd: Against Social Studies

CeliaCortez <CeliaCortez@protonmail.com>

Fri 11/12/2021 4:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Sent from ProtonMail for iOS

----- Forwarded message -----

From: CeliaCortez <CeliaCortez@protonmail.com>

Date: On Fri, Nov 12, 2021 at 2:09 PM

Subject: Fwd: Against Social Studies

To: PED.helpdesk@state.nm.us <PED.helpdesk@state.nm.us>

Cc:

1) I sat through the webinar, while there are many that offered their support of this new program, there are many parents are against it. My hope is that public education listens to the "users" of their services, not just the social justice warriors that took the time to speak today.

2) The schools in NM do not rank well versus the nation. We must focus on the foundations, reading, writing and math before we attempt to teach complex issues of race.

3) The new social studies is nothing more than "social justice" pandering. I grew up here in Albuquerque, part of the three ethnicities of NM, I always knew the role the Indians, Spaniards and Mexicans played in our history. I was however, never taught that the Spanish side of my history was bad versus the Native side; this program will create more division. I have never thought of myself or my family as "marginalized" and creating this will only create individuals that do not try to overcome.

4) Too much emphasis is placed on sexual orientation in grade and middle school is inappropriate.

5) Many of the assignments also appear to be creating a "social justice" individuals who uses "rioting" and "protesting" rather than use of the legislative process.

Celia Cortez

505-629-8995

CeliaCortez@ProtonMail.comSent with [ProtonMail](#) Secure Email.

[EXTERNAL] New SS Curriculum

Brock W <utah.buck@gmail.com>

Fri 11/12/2021 4:21 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Hello,

I am a parent in APS and i am against the proposed curriculum for Social Studies. It is a pushed agenda. It doesn't matter if your political views are left or right, right now, we are a divided people. The left think the right is wrong and the right think the left is wrong. We are coming out of a pandemic where our teachers are completely overwhelmed with trying to catch their students up to the current grade level. This is not the time to be changing curriculum and overwhelming our teachers more than they already are. This is not the time to be creating more division in our community. This is the time to hunker down and show love and encouragement to all sides of the equation until things become somewhat more normal.

I will pull my children out of public school if this gets approved. Please do not make these changes and risk losing all the good families in the school system.

Thank you
Brock Wiberg

[EXTERNAL] Against rule changes and additions to social studies curriculum

Kelsey Collins <kelseyccollins@yahoo.com>

Fri 11/12/2021 4:22 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a concerned parent, I am against the rule change for the Suspension of School Boards. This is government overreach plain and simple. We need to keep local control in the hands of locally elected officials.

I am against the new suggested social studies standards. Identity/ gender identity does not have a place in social studies. These new suggestions are a clear example of a political party forcing their beliefs on the rest of the public. These new standards would be teaching students what to think instead of how to be critical thinkers.

Kelsey Collins
Sent from my iPhone

[EXTERNAL] In support of the social studies standard updates

Yvette Johnson <skyperson15@gmail.com>

Fri 11/12/2021 4:23 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Good evening,

I support the draft of proposed social studies updates. Growing up in New Mexico, these topics and this view came way later than school age. I think we need all students to be able to look at our nations and state's history and consider the impact it's had on the people here. This goes for students with family going back generations in NM, and those who may have just moved here for blue skies and more affordable cost of living. This is the history of our place.

History is by nature political. So we should remain as unbiased as possible, but know that bias always occurs. These standards go a way towards reducing that bias and allowing space to ask hard questions.

Our students today will be our citizens, leaders, parents, and community of tomorrow. If we want tomorrow to be more just, then we need to have conversations about justice in schools.

Thank you.

Yvette Johnson-Rodgers

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Louis Thornton <mailagent@thesoftedge.com>

Fri 11/12/2021 4:25 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Louis Thornton
1475 Rodeo RD
Santa Fe, NM 87505-6813

[EXTERNAL] Social studies changes**Anita Lewis <falcons2@q.com>**

Fri 11/12/2021 4:28 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern:

I am writing to urge the approval of the new social studies curriculum. It will encourage students to think for themselves and give them facts about the true history of ALL the people of this country. For too long the social studies curriculum in this country has focused from the viewpoint of only the white people of this country.

Encouraging students to become active in doing age appropriate activities to improve their community is a positive thing! We have long needed more of this.

Goodness knows we have a huge problem in this country with too many people accepting what they are told - ignoring facts and not knowing how to reason logically for themselves. The new social studies curriculum should begin to help to remedy this situation.

Anita Lewis
Registered Voter
Albuquerque NM

Sent from my iPhone

[EXTERNAL] I support New Social Studies Standards. I recognize that teachers will need training to implement the Standards.

susan selbin <sselbin@hotmail.com>

Fri 11/12/2021 4:30 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: susan selbin <sselbin@hotmail.com>

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My questions and comments:

*Do texts and other teaching materials exist that support the new Social Studies Standards?

*Training will be needed for educators to present the curriculum as intended and not be tainted by any personal bias a teacher may hold. Visits to classrooms to observe teacher performance will be important.

Those parents who say the curriculum usurps their role/right to teach values and behaviors to their own children do not seem to recognize that most parents have not done that consciously or well in the past. This could be because they're not trained to do so and their reluctance to do so.

If presented skillfully by teachers, these new Social Studies Standards:

- promote critical thinking and inquiry skills.
- present at the appropriate levels the good and bad of our history to develop an informed youth and informed future voter.
- present the complexities of a multi-cultural society to members of that society so they develop respect and understanding of others' cultures and their relationship to the responsibilities of citizenship to ensure respect for other cultures.
- prepare teachers to discuss and respectfully address diversity in race, cultures, and sexual/gender orientation.

I support adoption of these New Social Studies Standards. However, more time may be needed for educators and school boards to review and respond to the standards. This kind of review should continue early in 2022. Then teacher training must be a key component prior to introduction of the curriculum in the 2022-23 school year.

Thank you.

Susan Selbin

Former Special Education (LD) Teacher

[EXTERNAL] Proposed Social Studies Standards

Subrina Miller <p.s.miller4@gmail.com>

Fri 11/12/2021 4:31 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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As a parent of a 10th grader at Artesia High School, I am deeply concerned about the new Mexico social studies standard proposals.

The founding principles of our country begin with;

"We hold these truths to be self-evident, that **all men are created equal, that they are endowed**, by their Creator, with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

These proposed new standards are anything BUT truth. They are divisive and seek to reestablish segregation by telling some of our kids that they are inherently bad simply because their skin is a certain color while telling other kids that they can never achieve what others are capable of achieving simply because they have a different skin color.

This is wrong and immoral.

These are just a few of the examples of standards that I find problematic as a parent. Standard 9–12 US 104 is using terminology such as "state sponsored persecution" and teaches our young people that the cards are stacked against them so why try.

The Artesia school district has proposed a change to that same standard that illuminates the singling out of any one group and still addresses how perceptions have changed over time.

Standard 9–12 US 123 is wrong and singling out and focusing on conservatism which does not belong in the classroom. It is also very subjective and could be very harmful to the students who would consider themselves conservatives.

The Artesia school district has proposed to change to 9–12 US 123 but also looks at political impact through the different time periods. The Artesia school district has proposed to change to 9–12 US 123 that also looks at political impacts through the different time periods without causing divisions among students in the classroom.

Standard 9–12 ECI 16 is utterly ridiculous and teaches young people that the status that they are born into dictates their path in life. This is an un-American concept and should not be taught in any of our schools.

The majority of the proposed social studies standards create more division in our society than we already have and it's completely unnecessary. No one is denying that the US has made many mistakes in our past but we have learned from them. Our kids should be taught about these mistakes but they should also be taught about the great changes that we have made and the equality that has widely been achieved in our great nation.

In closing, I strongly oppose these new social studies standards and I will be withdrawing my student from the public school system if these are taught in Artesia Public schools.

Subrina Miller

Artesia, New Mexico

Sent from my iPhone

[EXTERNAL] Support for new curriculum

Ruth Warner Carrillo <ruthalicia.warner@gmail.com>

Fri 11/12/2021 4:32 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To whom it may concern:

I was very pleased to see the proposed changes to the social studies curriculum.

I believe these changes will deeply benefit the children of New Mexico.

Times have changed and it's important that we shift away from Eurocentrism, and teach our students how to be analytical.

I have heard that there is a lot of opposition to these changes, and fear that many folks from out of state are rallying, even though these changes are not at all radical. I urge you to listen to the people who live in New Mexico and who care for our children and our future (in spite of still having a Colorado area code, I have lived and worked in New Mexico for the past 9 years and consider it home).

Thank you for listening to my comments. And KUDOS on the new curriculum. Please approve it.

Ruth

--

Ruth Warner

1034 La Font Rd SW

Albuquerque NM 87105

ruthalicia.warner@gmail.com

303.669.5758

[EXTERNAL] Written statement to accompany public statement on Nov. 12 hearings on Social Studies Revisions

rainhousejoan@tularosa.net <rainhousejoan@tularosa.net>

Fri 11/12/2021 4:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: rainhousejoan@gmail.com <rainhousejoan@gmail.com>

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Thanks-you for your consideration

Joan E. Price

Tularosa, New Mexico 88352

Public Comment NMPED Nov 12, 2021

Joan E. Price

Thank you for this opportunity to submit suggestions to you as a trained artist and educator, a substitute teacher in our public school system for ten years, and an active member of a environment sciences based organization based in southern New Mexico, Jornada Research Institute, integrating the study of the archaeological, ethnohistoric, historic and natural resources AND committed to the protection and preservation of these resources so that current and future generations may benefit from their research and educational values.

I strongly advocate increased funding for the arts of music, painting, drawing, theater and dance, trade programs, funded field trips to important historical and natural sites that have educational relevant regional components to the core standards that document the evidence the full abilities of humans for thousands of years. For example, the recent publication of the find of prehistoric sloth interaction with humans at White Sands National Monument and the Prehistoric interpretive trail that will be open to the public with supplemental materials. Buses to this site need significant funding for these vital activities in education. (1)

(1) Jen McDonald, May, 2016

<https://www.kmsd.edu/site/default.aspx?DomainID=312&FlexDataID=3316&ModuleInstanceID=1237&PageID=383&PageType=3&RenderLoc=0&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108>

The question that many people have asked in regards to this situation is, why are education in the arts so important? With data collected from numerous studies, it has been found that students that took four years of arts classes scored a whopping 91 points higher on their SAT tests than those who did not. Arts programs have also helped decrease the dropout rate from schools. In many instances, arts classes provide motivation for students to keep attending school, which means students with long standing arts educations have higher graduation rates than those who do not partake in arts classes. Arts education is not only important in high school, but it has been found to have a large, positive impact on elementary school children. Visual arts classes taken in elementary school help develop a child's motor skills, which are crucial and help develop these skills when children use tools such as scissors, pencils, and paintbrushes. The same also happens with language skills. By identifying colors, shapes, and descriptive words, and then discussing it with a friend or teacher, children can develop their social skills, and help increase their vocabulary at a young age. Education in music at a young age is also very important. Playing music at a young age helps connect both hemispheres of the brain, which creates long-lasting improvements in listening and communication. Children who practice a musical instrument for at least 30 minutes a week have been found to have more developed brains than other children their age who do not.

Having an education balanced in core subjects and the arts can greatly improve student's grades, and life, creating a better future for a well-rounded environmentally aware healthy person. However, the cuts being made to schools over years in favor of core subjects driven by STEM standard have a profound hidden cost in terms of physical health, bodily coordination and mental health that decline later living experience. (2)(3)

To continue, the more recent history of New Mexico with its indelible stamp on New Mexican identity and cultural celebration came from educator and activist Edgar Hewitt, an archaeologist, who brought the first women archaeologists into the field as well as the Antiquities Act of 1906, and his astounding legacy as founder and first director of the Museum of New Mexico; the first president of New Mexico Highlands University in Las Vegas; a significant role in the formation of Bandelier National Monument, Salinas Pueblo Missions National Monument and Chaco Culture National Historical Park. The indefatigable Hewitt leading a remarkable movement of artists, writers and talented early archaeologists and ethnographers initiated the Laboratory of Anthropology, the Maxwell Museum of Anthropology and The School of American Archaeology in Santa Fe.

Archaeology, anthropology and ethnohistory are bridges to a long history of water and land management in New Mexico and the American Southwest that represents communities of people, ancestors of indigenous peoples today, that were always striving for balance and adjustment to sometimes radical changes such as climate changes and resource extinction. And along with the increasing respect for the ancient ways of life has been the well documented critical observations necessary to create solutions is far more impressive than previously thought in academic circles.

We are on a warp speed technocultural change at this point that requires a long and deep view of our past contrasting the "tele-everything" (2) of educators looking at the future for our early learning years.

With fully developed senses of hearing, vision, hand and eye coordination, strong bodies and options of nutritious foods, early humans were fully capable in a way that is being lost today. I am talking about a balance fully informed by where the sun rises and sets which today's students often do not know. I am talking about the plant and animal cultivation and harvesting that required a discipline awareness of natural time and seasons which young students today are isolated from in climate controlled housing, architecture and school buildings.

I commend the new standards that include ethnic, cultural and identity studies and inquiry" and "address the increasingly diverse perspectives and histories of the peoples of New Mexico." But also I would like to recommend a full complement of the human communities of thousands of years as evidenced in the findings offered by educational nonprofits such as Jornada Research Institute of Southern New Mexico, a vast prehistoric region of profound importance in scientific findings.

The proposed standards expand on four "strands" of social studies that Warniment described as pillars of these standards. The four are history, geography, civics and economics.

Two key words are found throughout your current recommendations for standards are very narrow and do not fully represent the complete picture of human experience in our state. The words "technology" and "economic" are included as standards in almost every grade level from K through 12.

These social studies topics are consistently defined in terms of contemporary banking and money management and digital platform information technologies as if revolutionary advancement began within the last some 400 years rather than thousands of years ago.

But we find patterns of prehistoric human behavior somewhat like plateaus where a “technological” advancements has a ripple effect on “economic” behaviors in a steep rise and then plateau out as adoption of use is integrated into communities. These early and long lasting relationship have a immeasurable impact on the New Mexican sense of place and identity.

The science and disciplines of archaeology and anthropology are closely integrated in several other areas of social studies in particular the environmental sciences. They integrate several fields of studies and challenge higher level thinking skills when formulating questions for further understanding.

Thus, these professions addresses numerous aspects of our New Mexico curriculum as outlined in the New Mexico Standards and Benchmarks, as well as Common Core State Standards and Next Generation Science Standards, all of which we strive to address with students. It reaches deep into core curricular areas of science, history/prehistory, social studies and literature and complex mathematics evidence by extraordinary basketry and fabrication of untold diversity of of woven household and hunting tools.

Our findings have been mandated by a series of federal laws from the 1906 Protection of Antiquities Act through numerous succeeding laws to the 1990 Native American Graves Protection and Repatriation Act. Our findings and reports are relied upon by the Environmental Protection Agency and in southern New Mexico, vast federal land management holdings including the military reservations, the national forest service, the national park service and the bureau of land management.

The university systems and higher education house large departments of undergraduate and graduate level programs that detail the extraordinarily long history of human occupation and creative solutions in New Mexico. Over 25 different science-based career jobs are found in archaeology and its related occupations, four careers in cultural resource management and five in education and museum curation. Numerous private companies are active throughout the New Mexican preservation economy particularly in the southern region under Cultural Resource Management funding contracts on state and federal lands.

Integration of several fields of studies and challenging higher level thinking skills when formulating questions for further understanding of the individual human life complemented and augmented numerous aspects of our New Mexico curriculum as outlined in the New Mexico Standards and Benchmarks, as well as Common Core State Standards and Next Generation Science Standards, all of which we strive to address with students. It reached deep into core curricular areas of science, history/prehistory, social studies, literacy arts and complex math skills implemented especially in the woven baskets and intricate fabrics of prehistoric peoples.

The critical observational skills, the constantly improving methods that are advanced in many cases take place on the field. Hands-on slow and sensitive uncovering of vital clues in soil compaction, textures and layers of time, fragments of plant and animal bones and seeds, and woven materials, flaked and modified stones such as obsidian, fragments of imported jewelry and finely painted imported ceramics and of course much more are brought into to the modern digital classification and data analysis in great detail and are presented in numerous academic conferences across this state and the great American

southwest that millions of American cities, towns and village communities. Our methods of analysis have become evenly divided between sensitive sifting of soils and technological examinations in the laboratory. It is of no small importance that emphasis on STEM suffers the lack of hands on experience outside in a variety of weather conditions and seasons that provide a professional perspective on the ancient mind.

Has the 11 years since the last revision of social studies content and standards prepared our young adults to envision a wise and balanced response for the next 11 years of rapid social changes such as pandemics, climate change, water shortages, atmospheric and land degradation before the next revision?

Certainly PARCC testing and the billion dollar companies Pearson Education, ETS (Educational Testing Service), Houghton Mifflin Harcourt, and McGraw-Hill do not feature the thousands of years of human cultures in New Mexico to the degree suggested by the archaeological findings over thousands of years in New Mexico and does not currently include archaeological activity in New Mexico to anywhere near the actual timeline of adaptations created by humans here. The proposed changes to this social studies revisions do not reflect the New Mexico identity.

Yet with New Mexico demographic and environmental decision making up for final review , these powerful companies continue to lobby New Mexico for digital resources contracts for their materials and the state will need to select proposals for Instructional Materials without informed regard to the changes that are in store for the identity and resilience of New Mexican families and our public education system.

Most importantly, the water resources tied to food agriculture of our current, past and prehistoric eras and the Native American legacy the numerous cultures whose inventions and oral history itself integrated with legendary skills in oral history and ties to the water environments we study today. over thousands of years brought the current culture to the eve of the digital revolution.

As one teacher in Albuquerque Public Schools, Colin Norwalk, rightly said in the public hearings about the present proposed revisions, there is a substantial change in subject material beginning in current textbooks beginning with the “reconstruction era. Now it will go back to the Pre-Columbian civilizations and APS does not have the resources.” If the new materials are all digital, real cost will be more health problems as well.

I commend the changes with the topics and standards of ethnic studies and history of Native American and so on, but there needs to be more time to put resources for the teachers in place. The NMPED publications department call for proposals will begin in December 2021 and I believe those material should be reviewed very carefully in light of the current revisions.

Thank-you for your consideration,

Joan E. Price

Tularosa, New Mexico

Additional Notes (2), (3), (4), and (5) and specific examples of expanded subject materials for southern New Mexico.:

Settlement strategies around central natural features of 12,000 foot high Sierra Blanca, for example, with thousands of archeological sites and artifacts including solar observatories and shrines, extensive trade routes used for over three thousand years, and local architectural features indicate a great deal of affinity with contemporary indigenous peoples.

Witness the now famous “Clovis point” discovered by cowboy George McJunkin, a black archaeologist and historian of his time that was then proven to revolutionize the entire fabric of mobile hunting cultures and their intimate relationship to the game animals. Along with scrapers, blades, drills and needles, the Clovis point was part of a generalized tool kit that human beings used to flood into a still-new land.

Witness the obsidian trade originated from the largest volcano in the world, the 40,000 foot high Jemez Mountain that spewed molten obsidian revolutionizing the human communities that discovered it along the Rio Grande, invented the specific methods to create and add the stone, finished or unfinished, to a cache of invaluable collective wealth.

For example, David Greenwald, an archaeologist of 40 years choose to teach his young son how to construct a pit house, acutely aware of local building materials, the most widespread passive solar dwelling for hundreds or thousands of years in the American southwest not to mention the finely tuned practices of fire building, plastering the walls, drying, storing and reconstituting grains and meats and critically weaving floor mats, nets and baskets for carrying, remarkable painted ceramic containers of profound symmetrical sense of spherical environments and so on. Perhaps it gets mentioned on one page of the social studies pedagogy. And probably the teacher did not have the choice of handouts, classroom or playground activities to accompany that long dismissed training of vital natural perceptions and sensory coordination (in today’s perceptions brain exercise and neurosynaptic firings and pathways) that would create a sense of a balanced universe to relate to.

Lisa Sparks, a lithics specialist, insists that her student learn how to make the atlatl and tracking skills as she simultaneously introduces them to the skills of flintknapping stones of appropriate types and locations in the regional environment and the requirements of family organization to send out hunters and perhaps bring back meat for feasting on a small or community level.

(2) 2017 Jean Twinge, Professor of Psychology, San Diego State University, National Institutes of Health and the Russell Sage Foundation In a new paper published in *Clinical Psychological Science*.

In just the five years between 2010 and 2015, the number of U.S. teens who felt useless and joyless – classic symptoms of depression – surged 33 percent in large national surveys. Teen suicide attempts increased 23 percent. Even more troubling, the number of 13- to 18-year-olds who committed suicide jumped 31 percent.

Around 2012, something started going wrong in the lives of teens much more likely to experience mental health issues than their millennial predecessors.: the sudden ascendance of the smartphone. ,

smartphone ownership crossed the 50 percent threshold in late 2012 – right when teen depression and suicide began to increase. By 2015, 73 percent of teens had access to a smartphone across two different data sets. We found that teens who spent five or more hours a day online were 71 percent more likely than those who spent only one hour a day to have at least one suicide risk factor.

(3)

<https://www.pewresearch.org/internet/2021/02/18/experts-say-the-new-normal-in-2025-will-be-far-more-tech-driven-presenting-more-big-challenges/>

Asked to consider what life will be like in 2025 in the wake of the outbreak of the global pandemic and other crises in 2020, some 915 innovators, developers, business and policy leaders, researchers and activists responded. Their broad and nearly universal view is that people’s relationship with technology will deepen as larger segments of the population come to rely more on digital connections for work, education, health care, daily commercial transactions and essential social interactions. A number describe this as a “tele-everything” world.

Notable shares of these respondents foresee significant change that will:

worsen economic inequality as those who are highly connected and the tech-savvy pull further ahead of those who have less access to digital tools and less training or aptitude for exploiting them and as technological change eliminates some jobs;

enhance the power of big technology firms as they exploit their market advantages and mechanisms such as artificial intelligence (AI) in ways that seem likely to further erode the privacy and autonomy of their users;

multiply the spread of misinformation as authoritarians and polarized populations wage warring information campaigns with their foes. Many respondents said their deepest worry is over the seemingly unstoppable manipulation of public perception, emotion and action via online disinformation – lies and hate speech deliberately weaponized in order to propagate destructive biases and fears. They worry about significant damage to social stability and cohesion and the reduced likelihood of rational deliberation and evidence-based policymaking.

86% said they expect that the evolution of digital life will continue to feature both positives and negatives” “ that could reconfigure fundamental realities such as people’s physical “presence” with others and people’s conceptions of trust and truth.”

They wondered, too, if humans can cope effectively with such far-reaching changes, given that they are required to function with “paleolithic emotions, medieval institutions and god-like technology,” in the words of biologist E.O. Wilson.

(4) 1994 Philip Agre UCLA Humanities professor prediction

Agre was a child math prodigy who became a popular blogger and contributor to Wired. Now he has been all but forgotten in mainstream technology circles. But his work is still regularly cited by technology

researchers in academia and is considered foundational reading in the field of social informatics, or the study of the effects of computers on society.

More profoundly, though, Agre wrote in the paper that the mass collection of data would change and simplify human behavior to make it easier to quantify. That has happened on a scale few people could have imagined, as social media and other online networks have corralled human interactions into easily quantifiable metrics, such as being friends or not, liking or not, a follower or someone who is followed. And the data generated by those interactions has been used to further shape behavior, by targeting messages meant to manipulate people psychologically.

(depression, thinking about suicide, making a suicide plan or attempting suicide). Overall, suicide risk factors rose significantly after two or more hours a day of time online.

But some vulnerable teens who would otherwise not have had mental health issues may have slipped into depression due to too much screen time, not enough face-to-face social interaction, inadequate sleep or a combination of all three.

(5) 1985 Public education critic Neil Postman

Published *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Postman asked the central question. "What happens when media and politics become forms of entertainment?"

American education has drifted away from its founding narratives of democracy and Individual rights, replaced by the narratives of economic utility, the view of school's highest purpose as preparation for the workplace and the belief in technology as the measure of humanity's progress.

In "Amusing Ourselves to Death," Neil Postman's nightmare is that the content of education will come to be determined by what can be turned into entertainment. Where does effective pedagogy end and mere entertainment begin? Currently, education is in a period of transition between dominant media, moving away from print and toward electronic. Generations of television-raised students who do not read for enjoyment, who cannot spell, and who seem to have shorter attention spans, are filling classrooms. The new cognitive style fostered by electronic media could be called "empathy at a distance." People get excited about things that they cannot do anything about. College faculty trained in the ways and skills of print media, are told to teach students something.

Postman pointed out, over thirty years ago, For the television generations, school is an experience of sensory deprivation. By the time they become adults, they will be restless and unsatisfied, without quite understanding why. In class, the students' attention can be held for 15 or 20 minutes with a lecture, but then it is time for something new--it can be a handout, a video, a student report, or a small group exercise. Several themes can be kept going at once, as in a variety show. However, on the positive side students are found to be still curious and responsive to ideas, abstractions, and issues that they do not see on television. This is perhaps the best hope for educating them. (NKA)

We're living in the aftermath of ignoring people like Phil Agre and Neil Postman. Librarians tell me that high school students only want to read history in the format of "graphic novels". They are "afraid to go

outside” and “they don’t want to ruin their fingernails” and, in my experience in the art classrooms , they don’t know where the sun rises or sets, they need to be taught where the warmest places of the playground during a cold recess day, they are supposed to have free unstructured time to let out their energy.

[EXTERNAL] CRT and Diversity in school

Sharon Sadler <sesadler1@msn.com>

Fri 11/12/2021 4:33 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I want to voice my opinion on CRT and Diversity in the Los Alamos public schools. I have 4 grandchildren in the system.

I am dumbfounded at the dumbing down of our schools. You need to go back to basics and actually teach our children reading, writing, math, history (true not revisionist), science etc.

Leave the diversity training to the parents.

I have always considered our teachers to be the best and brightest, however, this has sorely opened my eyes to the asininity of the education system.

Please, do not add this CRT and Diversity training into the school system.

Thank you,

Sharon Sadler

sesadler1@msn.com

Sent from my iPad

[EXTERNAL] 6.29.11NMAC, Social Studies

JohnnieA <jraldrich@earthlink.net>

Fri 11/12/2021 4:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

As a retired teacher who worked, during my 40-year career, at every educational level from 7th-grade English to Graduate Studies in Business Management, I write in strong support of the suggested changes in the Standards for Social Studies in New Mexico public schools.

The subjects approached in the "inquiry area" at each grade level are hugely important in our lives in these technologically-dominated times when we are bombarded by dis- and misinformation from multiple sources.

The "financial literacy" lessons proposed by Think New Mexico to begin in Kindergarten are equally important in producing adults who will live successfully, at least in terms of money management, in a world full of those who would separate us from our incomes.

I also appreciate the emphasis given to the practical knowledge of the organization of our government at national, state, and local levels. The number of adults who cannot name even basics like the 3 branches of our government is appalling.

However, I am also sympathetic to the pleas of various teachers, administrators, and school boards who have written to request, for very good reasons, that the implementation of these standards, if they are accepted, not begin in the 2022-23 school year. Especially concerning is the need to plan the specific steps needed to present the standards in classrooms. Equally important is the search for and purchase of appropriate source materials for classroom use. We should not add such a burden to teachers and administrators when they are, at present, fully dedicated to trying to repair deficiencies caused by the special requirements of the Year of COVID-19.

Thank you for your attention to my opinion -- and to the teachers/administrators who developed the new Standards.

Gratefully,
Johnnie R. Aldrich, Ph.D.
Las Cruces

[EXTERNAL] Comments on 11/12/21 NMPED Social Studies Public Hearing

Lorenzo <lawrenceosen@gmail.com>

Fri 11/12/2021 4:34 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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My name is Lawrence Osen. I am a retired California middle and high school Social Studies educator (1987 - 2015). I have lived in Dixon, New Mexico for the past five years; a part time resident beginning in 2000.

In 2008 I served on the California History-Social Science Curriculum Framework and Evaluation Criteria Committee and understand the difficulties and complexities experienced during the Standards adoption process

Unfortunately I just learned about the Social Studies Standards adoption process yesterday after returning from a lengthy trip to California.

For 25 years I was an active member of the California Geographic Alliance working to promote the teaching and learning of geography. In 1999 I served on the AP/College Board Course Development Committee for AP Human Geography. In addition I was an active member of the California Association of Bilingual Education, National Council for Geographic Education and California Council for the Social Studies throughout my career.

I highly value the inclusion of National Geography Standards in New Mexico's proposed social studies standards and advocate for a required high school world geography course (one semester minimum).

New Mexico shares many characteristics with California and other states in this richly diverse Southwest region. From indigenous peoples to Spanish conquest, Mexico and eventual US nationhood, our regions share a similar history recently focused on water scarcity. For the past five years I served our community as a Commissioner on La Acequia del Llano which continues to provide me with an opportunity to reflect on the interdisciplinary nature of this agricultural irrigation technology and culture systems.

Four themes dominated my 15+ years of teaching 8th grade U.S. History: U.S. cultural and physical geography; the contributions of indigenous peoples and the historical impacts of slavery; the U.S. Constitution - our Rights and Responsibilities; and current events tied to world geography.

I advised two Model United Nations delegations that ultimately participated in the 2014 and 2015 international conference in New York City. Preparing our students for careers in an increasingly connected, complex world is absolutely critical.

Based on my teaching and life experiences, ethnic, cultural and identify studies are very relevant and important to include in the standards. Also, inquiry based learning is essential to foster critical thinking in students. SHEG Teaching Like a Historian curriculum is an excellent resource for teaching teaching using primary and secondary sources, multiple perspectives.

In the late 80s I was trained as a bilingual educator in Bakersfield. My first assignment was a bilingual 5/6 class of students whose parents were mainly farm workers. Many of the issues that came up in today's public hearing were relevant then. Ideally we will empower and equip our students with the skills and knowledge necessary to create life long learners and engaged, educated citizens.

Using the Anti-Defamation League's Anti Bias/Prejudice and the Southern Poverty Law Center's Teaching Tolerance curricula I continued to infuse myriad themes world and U.S. history units that address our differences and similarities. My stepfather, a Creek/Choctaw Native American, provided me with numerous insights gained from his experiences teaching middle and high school in Watts, Los Angeles in the 70s and 80s. He often reminded me of the ongoing challenges facing social studies teachers living in a multiethnic, multicultural and ever changing society.

Valued Resources:

National Geography and Civics Standards
SHEG Teaching Like a Historian
ICivics
AP Human Geography
SPLC's Teaching Tolerance
UN Sustainability Goals

I strongly urge the NMPED to accept the New Mexico K-12 Social Studies Standards. AND I also am **in favor of extending the public comment period** to allow individuals like myself, who were not aware of the comment period time frame, additional time to read, review and reflect on the proposed NM Social Studies standards revision.

Lawrence Osen
Retired Social Science Educator

PO Box 364
Dixon, NM
505-579-4635

[EXTERNAL] Feed back on new social studies standards

David Escamilla <davidescamilla50@yahoo.com>

Fri 11/12/2021 4:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the policy division of NMPED

My name is David Escamilla. I am a parent of two students Kindergarten in a second grader. I am concerned about the new social studies standards. I don't think kids should learn these new standards. I believe this is something the kids should be learning from their parents.

The new standards as they are proposed raise alarming concern for me as a parent.

9-12.US.129 - Explore the movement against police brutality

- I am not OK with this standard being taught to students this is another issue the kids need to learn and discuss with your parents.

9-12.US.132 - examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past present and future.

- Again this is an issue with the standard, examining the history of guns in America should not be taught in schools as it allows for teacher political influence on students
- This standard is bias and written from one point of view. There isn't a standard that examines the positive history of guns in America.
-

I respect the decision to upgrade the social studies standards for our schools. I believe there are more important issues that our students are not being taught such as math and reading. Our students are behind and we are currently ranked 50th in education. Should we be spending time arguing about social studies standards and changes rather than teaching the basics and allowing our students to succeed.

[EXTERNAL] RE: Social Studies Revised Standards 2021

Megan Lee <m.lee@laschools.net>

Fri 11/12/2021 4:38 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

Thank you for your efforts to improve and streamline the New Mexico Social Standards standards. I wanted to give my feedback regarding the third grade standards and some concerns in general. I have been in education for 27 years, 15 of which here in NM as a principal, a district curriculum coordinator and classroom teacher. I have taught 2nd, 4th and 3rd grades in NM.

1. In general, I am concerned that the new set of standards does not provide enough specific examples of bullets under each standard which leaves them too vague and subject to interpretation.

If we do not have guidance, grade to grade there will not be consistency and equity for students. One teacher may teach different things.

Specifically: Under Theme 1: Citizenship The Anchor Standard is a student demonstrates an understanding of Civic Dispositions and Principles and the performance standards 3.8 Explain how the democratic principles motivate to migrate then and now. Examples? Religious freedom? Pilgrims? No examples are given. and 3.9 says how to be a responsible and active citizen in a democracy, again no bullet points like, vote, know and follow the laws.

2. Whereas if we list for example Theme 4 Our Changing World, Geography 11, Location , Place and Region, 3.25 talking about landforms, resources would connect to why people live near water sources for examples or different kinds of resources.

3. It concerns me that under Civics, Government has been removed. I think it is critical that third graders be exposed to and introduced to the concepts of government such as local, state, tribal and national governments. I felt the Benchmark IIIAs third grade performance standards were more comprehensive.

Lastly, I am very supportive of adding themes of global diversity and identity. I am completely committed to social justice and presenting through read alouds as appropriate for third grade-presenting difficult topics of history like slavery, discrimination based on gender and color. I like the wording of the previous History Content Standards which is very comprehensive.

I do not feel 3.27 is a standard that is balanced. We have to present the truths - good and bad and this only presents one point of view. 3.28 seems fine and 3.29 should include exposure to people and groups that have made poor decisions too to show the complexity of humanity.

In addition, I actively use the Houghton Mifflin Social Studies book 2005 edition. Its units are easy to use and developmentally appropriate for third grade. Unit 1 Community and Geography , Unit 2 America's early Communities, People Move Place to Place, Community Government, Making Economic Choices. It comprehensively covered the previous NM standards well.

I believe that decisions on the approval of these standards should be postponed until they are more comprehensive, the wording is easier for all to understand and easier to teach to provide consistency and equity across NM. I would recommend spending more time upfront rather than something people will not be able to use. I would be happy to help if needed.

Thank you for your attention and soliciting feedback. It is very much appreciated.

Respectfully,
Megan Lee

Megan Elizabeth Lee
Third Grade Teacher
Chamisa Elementary School, Los Alamos Public Schools
301 Meadow Lane
White Rock, NM 87544
505-663-2482

This email has been sent from a verified laschools.net user.

[EXTERNAL] New Social Studies Curriculum

Elizabeth Ortega <diamondliz55@yahoo.com>

Fri 11/12/2021 4:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I propose that you drop the new proposed Social Studies Curriculum and stick to the time honored, true historical curriculum. This new appendage to CRT is actually an attempt to indoctrinate students to diverse, inappropriate, deviant lifestyles that are diametrically opposed to their cultural and religious upbringings, for most children. Stop trying to use the education system to indoctrinate children to diverse cultures, communism and pagan beliefs!

Miguel Ortega & Family

[EXTERNAL] Social Studies Curriculum

Julia Williams <nonny.48@gmail.com>

Fri 11/12/2021 4:39 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To Whom It May Concern:

This letter is to express my dissatisfaction with the State of NM for trying to teach anything that even resembles Critical Race Theory to our students. Here we are in NM at the bottom of the heap in testing, proficiency etc. and you want to push some Marxist ideology on our children? How about teaching the basics of reading, writing and arithmetic so our children can compete or even excel in the real world..

We live in a very diverse and racially mixed state. What are you going to do? Tell a racially mixed child one day to hate their Anglo side and love their Native side. Another day you're going to tell the Black child to hate his Anglo side. This is garbage!!! Our children are having a hard enough time growing up with everything that is going on in the world without your help demeaning and degrading their very being because of their race..

Children go out on the playground to play and they don't look to pick out a color to play with! They want to play!!! They don't care if another child is pink, purple, or orange. STOP trying to separate our children by color.

Why don't you teach Social Studies as Social Studies? The facts as facts and the truth as truth - warts and all. God gave us all brains to use and I think these children can figure these things out. Oh, I forgot! You don't want them to think because then you can't control them! We have smart, beautiful children in this state. I would like to see them excel at their highest potential.

You'd better be careful what you wish for with this Marxist ideology. I grew up in and have visited dictatorships, communist nations and democracies. Where people are told what and how to think, there is no peace and no joy. It is like the walking dead!!! - very dark and depressing!

For the sake of our children,PLEASE do away with this Critical Race Garbage!!!

Sincerely,

J K Williams

[EXTERNAL] Social Studies Standards Feedback

Kersti Tyson <kerstityson@gmail.com>

Fri 11/12/2021 4:40 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Dear Secretary Steinhaus, Public Education Department Staff Members, and Standards Writers:

Thank you for the work you have done to develop new Social Studies Standards for New Mexico.

For my remarks, I am speaking as a private citizen, a graduate from NM’s Public Schools and the mother of a child who is currently attending a public school in NM. As a teacher, a teacher educator, and learning scientist, I know the importance of standards for guiding instruction to ensure NM’s students have access to curricula and learning opportunities that will prepare them for living and thriving in the 21st Century, in our ever evolving society. In addition, as we reckon with the incredible disruptions the pandemic has had on individuals, our communities and societies across the world, as well as respond to the findings and remedies identified in the Martinez/Yazzie lawsuit, I believe that education as we have known it will be forever changed. NM is at an imaginative moment. We have the opportunity to boldly redesign our education system so that our students can finally experience equitable and just learning opportunities that will help them to craft and contribute to the more just societies of tomorrow. Our standards need to be expansive and must build on current knowledge and research about how people learn. The proposed Social Studies Standards fall disappointingly short in this area.

An important innovation in the field of education has been naming practices that children develop over the course of k-12 education as they learn core disciplinary content in each grade. In 2010 the Common Core State Standards for Mathematics named eight practices (<http://www.corestandards.org/Math/Practice/>) that children should have access to developing as the learn the content described k-12. Similarly the Next Generation Science Standards (NGSS), first published in 2013, also articulate a set of “crosscutting concepts” and Science and Engineering Practices (<https://www.nextgenscience.org/three-dimensions>). The National Council for the Social Studies published a framework, "College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History" which also articulates a set of core practices that students need opportunities to develop as they engage in social studies and social science curricula. New Mexico’s Social Studies Standards must include this standard of practice, namely we need to name a compressive set of practices in addition to naming content. Doing so acknowledges that learning social studies is not a set of discrete components, but an integrated whole that will be an important part of shaping NM’s children’s - and citizens - identities, knowledge and skills for participating in local and global 21st Century contexts.

Many other states have adopted and improved this best practice. New York State’s Social Studies Standards not only articulate a set of social studies practices, they also describe them developmentally for grade bands (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf>; pp. 14-21). Massachusetts’ Standards for History and Social Science (<https://www.doe.mass.edu/frameworks/hss/2018-12.pdf>; see pages 23-25) also name a comprehensive set of practices. The MA standards also identify a comprehensive set of "Guiding Principles for Effective History and Social Science Education" (pp. 13-16) as well as articulate the “Scope, Sequence and Content of the Grades and Courses," providing crisp focus areas for each grade (pp. 17-19). The MA standards are clearly grounded in research and provides direct links to rich resources that will help to expand MA students opportunities to learn and develop practices in comprehensive ways over time. NM’s teachers and students need our Social Studies Standards to reflect the best practice of articulating practices that will help ensure our students can thrive in the 21st Century.

Thank you for considering my feedback,
With regard,

Kersti Tyson, Ph.D.
(505) 818 7510
kerstityson@gmail.com

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
-----------------------------------------------------------------	--------------------------------------------------------------	-----------------------------------------------------------	--------------------------------------------------------------------------

Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action

History

[EXTERNAL] NM Social Studies Standards

Robbie Powell <powellrobbie1@gmail.com>

Fri 11/12/2021 4:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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I am a resident and medical provider of the Albuquerque area. I am against the implementation of Social Justice ideologies for the schools. Purposefully demonizing any group of people, no matter their gender or race, will always be wrong. You never get any taller by cutting others down. The only way forward is by mutual respect and shared responsibility. The proposed standards are seated in directing hate.

[EXTERNAL] Proposed repeal and replace-integrated 6.29.11 NMAC 1

J Zapien <jlzapien@yahoo.com>

Fri 11/12/2021 4:41 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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PROPOSED REPEAL AND REPLACE - INTEGRATED
6.29.11 NMAC 1

Dear NM PED,

Our concerns happen to sign with Las Cruces parent, Rick Reynaud attached below this statement. It is disheartening to see the depths of history being "replaced". As a parent of 5 children we know the value of history's truth even when shameful and ugly. It is only through teaching without embellishments or adding to/deleting history that we see the beauty of this American country where all men are created equal and can say, "we the people" proudly unashamed of who we are individually knowing we overcame our family history whatever it may be. Our children (whose ethnicities consist of Hispanic, and White) are being raised and taught that it does not matter how you look but what your character shows. They are being raised to be American, proud Americans not divisive in "choosing" a race/identity. If these standards are changed, our children will miss out on the true "Just" system that makes up the USA. We live in the greatest country of the world and diminishing/canceling history does not change it. When we are willing to learn from them, our past mistakes make us stronger but we can't learn if we don't know. Teach the ugly truth.

Please scrap these standards and revert back to the previous standards.

Sincerely,
Jose and Jennifer Zapien
Citizens, Rio Rancho, USA

"here are my comments. I have attached a marked-up copy to my email that I hope you can include

in the record, but if not here is my Summary:

Begin remarks:

These standards contain history based on a negative view of our Nation. Here's an excerpt-example from the proposed U.S. Anchor History High School standards:

"Evaluating what an efficient, equitable, and just economic system would look like in the United States;" So we don't have a "just" economic system in the U.S.?

The U.S. is and has been the standard of excellence for true Justice in the world, economically and otherwise. The

U.S. Constitution, the greatest achievement of mankind, is derided by these historical revisions. This is the basis for

my voluminous objections to these revised standards.

My overall recommendation: Scrap this and revert back to the previous Standards. If the standards

are to be re-written, then the divisive and utterly non-productive ethnic/identity standards must be dropped. Negative assessments of this nation proclaimed as "matters of fact" must not be tolerated.

V/R

Rick Reynaud

[EXTERNAL] New History Framework

Tom K <tsking@bu.edu>

Fri 11/12/2021 4:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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2168 Ridgeview Circle
Santa Fe, NM 87505

November 12, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue
Room 121
Santa Fe, NM 87501

Re: New Social Studies Framework

The Department and its advisors are to be commended for the truthful and reasonable approach in the new state frameworks for the teaching of history. We must represent in a balanced and truthful manner what historically has happened in our nation, which deeds are worthy of honor, and what events should teach us how we have also often erred in our treatment of others. The framework provides ample perspectives to allow students to reflect upon and appreciate our communal heritage and inheritance in accord with their respective levels of maturity and understanding.

Thank you,

Sincerely,

Thomas S Kingston, PhD
Former Superintendent (Retired) of Schools
Chelsea and Belmont, Massachusetts
Retired Professor, Boston University

[EXTERNAL] Public Comment in Support of 6.29.11 NMAC

Alisa Diehl <alisa@nmpovertylaw.org>

Fri 11/12/2021 4:42 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: Melissa Candelaria <melissa@nmpovertylaw.org>

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Good afternoon, my name is Alisa Diehl and along with my colleague, Melissa Candelaria, we are attorneys with the New Mexico Center on Law and Poverty and legal counsel for the Yazzie Plaintiffs in the Yazzie/Martinez lawsuit.

On behalf of the New Mexico Center on Law and Poverty, we thank and acknowledge our educators, local experts, and community leaders for their work to revise and update the social studies standards to accurately reflect the cultural diversity that school curriculum has either ignored, or that has perpetuated offensive stereotypes of our communities and families.

We urge PED to adopt the standards, and in so doing, take this important first step to address the Yazzie/Martinez decision and order.

Our students come from rich and diverse cultures, languages, and histories – more than three quarters of them are children of color and over 14 percent are English language learners. They deserve a gold standard education that provides an accurate reflection of who they are and prepares them to be successful, engaged, and productive citizens.

In the Yazzie/Martinez case, the Court held that the state violated the state constitution by failing to provide a sufficient and uniform public education that allows all students the opportunity to be college and career ready. The Court also found that the goal of an adequate education is one that prepares school children to be functioning members of the civic, cultural and economic aspects of our society.

In addition, the court emphasized the state's duty to provide a culturally and linguistically responsive education to students, and held that the state has failed to comply with the New Mexico Indian Education Act, the Hispanic Education Act, and the Bilingual Multicultural Education Act. According to the court, the state's failure to ground our education system in a multicultural framework violated the law and our students' right to a sufficient education.

Adoption of the revised social studies standards would enrich the K-12 curricula with diverse perspectives and accurate histories of New Mexico's families and communities, and begin to ensure that our students receive a culturally responsive education as required by our statutes and constitution.

Thank you for this opportunity to comment.

--

Alisa Diehl

Senior Education Attorney

NM Center on Law and Poverty

301 Edith Blvd NE

Albuquerque, NM 87102

(505) 255-2840, Ext. 128

[EXTERNAL] New PED social studies standards

Betsy Diaz <diazbetsy7@gmail.com>

Fri 11/12/2021 4:43 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Public Education Department Staff,

I worked with children and families from a variety of cultural backgrounds and poverty for most of my working career. In doing so, I found ways to expand opportunities for helping others in their classes or in the hospital to learn more about the various cultural practices and beliefs of each of us. Making room for that in a state's standard curriculum contributes to the social health of all adults and children concerned. It also supports the development of an appreciation for challenges people from different backgrounds encounter in their lives, laying a foundation for resiliency in their lives.

Such curricula need to be developmentally appropriate for students to be able to internalize the lessons learned and to practice skills of finding strengths in peers and adults around them. They can learn much when they are helped to learn about others interests, talents and their ways of handling problems. I found that there were many ways to weave these into existing curriculum and school experiences. As a teacher in kindergarten in a non-public school, I invited my students' parents in to teach us about their work. That included an Hispanic pharmacist, a couple who owned a florist's shop, a writer, a developmental pediatrician who described what a baby visiting the class was learning, a Native American medicine man, et cetera. Parents and children loved what they learned. One mother married to a Chinese man helped the class celebrate an amazing Chinese New Year, complete with 7 Happiness Fried Rice, a dragon dance, red packets with pennies and the chance to learn many interesting facts and words. These lessons were combined with lessons and practice in learning how to respect things that were different for us. We learned and practiced how to respect each other in the class.

Were there times when we discussed the times of oppression? Yes. We tried to make those experiences developmentally appropriate too. While sponsoring a Native American Kids group at a public school, Native American mothers helped to plan activities for the whole school in addition to creating Native American experiences for their students in an after school setting. One mother's son had made a video of his Navajo grandparents describing The Long Walk in their native language. We made that available to all 5th grade classes with this young high school student presenting the video to expand on the information in the subtitled video. For a few years at the school where I worked we arranged for a Native American chaplain at Menaul School to spend a day with me as a counselor, visiting with classes throughout the school to do presentations about preventing bullying. Buddy Monahan did that through Native American stories and discussion of incidents of prejudice he personally knew of.

The Social Worker and I also taught children basic skills of conversation and getting to know others as individuals to prevent and correct teasing and bullying. As children used these skills with us in classrooms, they were able to expand them to recess and bus settings. Gradually, a number of children used these skills in learning to interact with students with special needs in respectful, friendly, helpful ways, respecting their strengths.

We also took time to talk about the Holocaust when exhibits were in town, and what it meant for people to experience slavery and genocide. These lessons contained time for children to ask questions about why these situations occur. Around Rev. Dr. Martin Luther King Day, we showed films of civil rights marches, and discussed how people of color were, and as with Native American people are treated unjustly. We also introduced our students to people in oppressed groups who were resilient and leaders. Our African American principal asked me to learn the African American anthem to sing in classes with her. We discussed restrictions of voting, for women, and other disenfranchised groups.

I think that all of these topics can be well taught to children, even in kindergarten as long as we design them to be developmentally appropriate. They must be taught with constructive social skills which many children coming to school have not yet sufficiently developed. They lack conversational skills, problem solving and conflict resolution skills, and imagination skills which make learning about lives of people different from their lives difficult. The Native American mothers and I held a wonderful multicultural assembly at the elementary school with Spanish/English classes performing, 5th grade girls doing a Maori Indian stick game, a grass dance done by one of our boys, and a Navajo girl in her regalia introducing herself by her clans and singing a song in Navajo. We also sponsored a Memorial Day assembly with children reading poetry of African American, Native American and Mexican writers, as well as an Anglo child reading "In Flanders Field". Community 1st responders, veterans and Pueblo tribal Honor runners who were veterans were honored at this event.

Class meetings, conflict resolution training, restorative justice experiences, and in my experience, making music together to learn self behavioral regulation in addition to teaching of manners, conversational and imagination skills also need to be part of this kind of curriculum. (I used American Orff Movement and Music activities - with no instruments to teach basic classroom behavioral skills for a number of years in grades K-3.) Without self regulation and basic constructive social skills, it is hard for children raised with technology and violent media to develop the brain skills which promote understanding of others and compassion.

Sincerely, Betsy Diaz Ph.D/Counseling Psychology, Retired teacher, counselor, and many other professional work with children

[EXTERNAL] NM PED Proposed Rule for Social Studies Standards

Julie Einerson <einerson@q.com>

Fri 11/12/2021 4:46 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Please see my attached comments regarding NM PED Proposed Rule for Social Studies Standards.

Thank you.

Julie Einerson

Thank you for the opportunity to comment on the proposed Social Studies standards. Overall I think the proposed standards look more like specific curriculum requirements instead of overarching standards. The standards appear to me to be extremely political in nature. New Mexico is already dead last in education in the entire country adding complexity of the very political “standards” instead of focusing on the basics of education, reading, writing and math. Get those right instead of worrying about diversity and equity. I am opposed to the changes to the New Mexico Social Studies Standards.

I believe there needs to be an extension of the public comment period on these standards to allow more parents and teachers the opportunity to comment.

I have concerns about the items below.

1.12. Examine and identify cultural differences within a community.

We should not be focusing on differences and teaching our children to focus on differences, but instead on what we have in common, what brings us together. We live in a great Country where people have come from all over the world to come together with a common purpose to become citizens of the **United** States of America. We should be teaching our children about the great history we have as citizens of this Country. Humans naturally recognize differences; they don't need to be taught to focus on those differences. Instead, why not focus on how we all should treat each other with respect and caring no matter what our differences.

5.12. Describe how inequity in the United States laid the foundation for conflict that continues today.

Inequity? This Country was not founded by perfect people, they made mistakes, they adjusted and up until 2008 we had made enormous strides to advance our common purpose as Americans. Why don't you teach the children instead that although our Founders were not perfect, they were great men and women who established a Country based on ALL men (used as a generic term to include all people) are created EQUAL. Never in history has a government been established with EQUALITY for ALL being the primary tenant until the founding of the UNITED States of America. The conflicts today are caused by a small number of groups who are bent on separating us as citizens of this GREAT Country into tribes instead of people with a common purpose to improve our Nation and then help those throughout the world who need our help. This divisive tactic has been used throughout history in any country where a tyrannical form of government took over. Divide and conquer, and through these standards YOU are trying to be part of that. Look at history, teach our children about history. What happened in Russia, what happened in Germany, what happened in China? Tens of millions of people lost their lives at the hands of tyrannical governments & rulers who used the divisiveness of “inequity” to pull a people apart and conquer them from within. Wake up before it's too late for us and teach our children what really happened in those countries and how these governments, unlike ours, until recently, oppress the people to control them.

7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Give me a break. Instead of instilling a victim mindset, “Oh woe is me, I've had such a rough life.” Why don't you focus instead on great people from New Mexico who overcame all odds to succeed? Give the children examples of real New Mexican heroes who succeeded. Teach them that they can be anything they want to be in this Great Nation, that's what makes America great. No matter how bad your circumstances are you can succeed and do anything. Get rid of this altogether!

8.20. Identify facets of personal identity, determine how they want to present themselves to the world as a person belonging to an identity group, and brainstorm how to address negative perceptions.

Again, this is another way to be divisive and to separate us into tribes. Replace it with "Brainstorm what do we have in common as New Mexicans and as citizens of the U.S. What role can I play to improve my State and Country. Remember "divide and conquer" that isn't what we want our children to be.

8.83. Use an artistic medium or multimedia project to describe the contemporary and current significance of Juneteenth.

Why not instead teach the children about all the people who were instrumental in freeing the slaves, the Christian Abolitionists, the people who ran the Underground Railroad to the Union soldiers who gave their lives to free people from slavery to the President who ultimately gave his life to free people from slavery. All races and religions came together with a common purpose to free fellow citizens from slavery. Not divided, but UNITED.

9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.

The Constitution of the United States and the Bill of Rights are brilliant timeless works that assure the citizens of this great Country retain our rights as individuals protecting us from a tyrannical government run by men who change with the wind. Instead look at what is the Constitution and go through it in depth and discuss why a people need to be protected from a centralized government.

9-12.US.129. Explore the movement against police brutality

Unbelievable! A fraction of all police officers may have issues, the majority are brave men and women who lay their lives on the line every day and sacrifice to protect citizens.

This should be replaced by Explore how Police officers risk their lives daily to protect citizens from lawless criminals. This specifically needs to be removed because it forces the teaching that the police are bad instead of the heroes they are.

9-12.US.132. Examine the history of guns in America as compared to other world powers and the consequences of gun violence on American society past, present, and future.

This is a direct assault on our 2nd Amendment rights to keep and bear arms which was specifically put in place for the citizenry to be able to protect itself from a tyrannical government. In every case when guns were taken from the citizenry of a country the people were soon after taken over by a tyrannical communist regime.

Why not instead examine what changes in education in schools may have led to increases in violence in America, what other outside societal changes, i.e. changes in movies', TV content, etc.; the advent of violent gaming, the breakdown in the family; the removal of God from the schools, etc. It is not the law-abiding citizens who are participating in violence, it is the criminals.

9-12.WH.36. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups.

9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors which resulted in unequal power relations among identity groups

Both of these are another method of teaching divisiveness instead of what unites us.

9-12.ECI.21. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

I completely disagree with the premise that the United States has systemic inequity.

Thank you.
Julie Einerson
P.O. Box 1677
Tijeras, NM 87059

[EXTERNAL] proposed PED Social Studies Curriculum changes

Carol Ingersoll <ingersollcarol@gmail.com>

Fri 11/12/2021 4:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern:

My husband and I are strongly opposed to the proposed changes in the state standards for the social studies curriculum in the public schools. We want the children of New Mexico to be responsible adults who respect the differences of all cultures in our state and country and to value the unique democracy that our nation was founded on. While the PED states that CRT is not reflected or included in the proposed changes, that does not appear to be true. The changes strongly represent a CRT approach to social issues and historical events. Please continue working on the proposed changes in order that our children will not be presented social and historical information as viewed through a clearly progressive ideological lens. The entire democratic system of America is founded on equal rights and opportunities for all individuals, and when history and social learning is presented through the ideological lens of a political position which utilizes progressive buzz words and ideology, our children, our state, and our nation are all cheated. New Mexico can do so much better. Our educational standing record is abhorrent, and these proposed standards will fail to raise our children to a higher educational level. Please leave political ideology out of our schools and encourage all of our children, regardless of history, race, or gender, to be successful and productive members of a democratic society which values individual accomplishment and national pride.

Sincerely,

Carol Ingersoll

[EXTERNAL] Teaching racism to our children

Marie Strickler <mstrick005@msn.com>

Fri 11/12/2021 4:47 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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The best way to create animosity among people is to point out their differences and harp on past injury. This is precisely what CRT and other such programs do.

I am very much opposed to any curriculum that promotes resentment vs fellowship. "United we stand,divided we fall". Our children must see themselves first as Americans, no matter their skin tone, or how they got here. We are one nation made up of many races and cultures, that is our unique strength!

"E Pluribus Unum" (Out of many, one)

Lets help our children appreciate what unites not what divides.

Marie Strickler

Farmington resident

Sent from my iPhone

[EXTERNAL] Comments on the NM Public Education proposed Social Studies standard

nbartlit@aol.com <nbartlit@aol.com>

Fri 11/12/2021 4:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Cc: nbartlit@aol.com <nbartlit@aol.com>

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Rule.feedback@state.nm.us

November 12, 2021

I have been listening to the NM Public Education Public Education's hearing today on Zoom. I appreciate the opportunity to listen, learn the points of view, and also view again the proposed standards. My name is Nancy R. Bartlit. I have lived in Los Alamos, NM since 1962, birthed and raised two children who both attended Los Alamos schools, UNM, and live in Albuquerque. They have given us three grandchildren, one of whom is a senior in the engineering department.

I speak in favor of revising the Social Studies standards since so many events have taken place since they were adopted. But, I do believe that some items have been overlooked in the draft of the proposed standards. I believe the history covering more ethnic history to complete the stories of New Mexico's heritage are important. Let me describe a few:

As an author of a book on New Mexico's role in the Pacific Theater during World War II, and a lecturer on the subject for 16 years under the umbrella of the NM Humanities County and the Historical Society of NM, I am most familiar with the role of New Mexico's heroes during that War. The groups I talk about are persons whose ethnicity and different languages were important to the success of the War. These include the Hispanics who were in the NM National Guard who were sent to protect the Philippines (and kept the Japanese from taking Australia because of their valor, but paid the price of 3.5 years of being Japanese prisoners of war with only half the men coming home). These stories include the Navajo U.S. Marines who developed a code within a code which stopped the Japanese from learning of U.S. military troop movements and who had to keep their sacrifice and valor secret for years after the War was won. And the scientists and U.S. military who were sent to Los Alamos and other parts of New Mexico to work on the atomic weapons to try end the war in Europe, and then the war in Asia. The Jewish scientists or those with Jewish wives and sent to Los Alamos were essential to the development of the nuclear success in time to save the lives of a planned, but cancelled, new invasion of Japan.

And, I did early research on the men of Japanese descent who were sent to Santa Fe Internment Camp – 4,555 – within the years 1942-1946 (yes, 1946!) which I have taught in NM schools along with the other stories listed above. I have the suitcase of one survivor who just passed away last month at 101. The new standards downplay the efforts of New Mexico's role to end WWII, and the emphasis of the stories mentioned above in the present Social Studies standards which the legislature passed a motion to be taught to NM students. When I interviewed veterans of WWII, especially the men on the Bataan Death March, they asked me to keep their stories alive and teach them to the next generations. I am doing that as I prepare to upgrade my book, written with Professor Everett M. Rogers, my UNM professor for my Masters' Thesis in International Communication. I earned a BA from Smith College in History and taught in Japanese schools for two years 13-15 after the end of the War.

I have served as the President and VP of the Los Alamos Historical Society and as the Chairman of the Los Alamos County Council. For ten years I worked toward Los Alamos being selected by the U.S. Dept. Of Interior to become a Manhattan Project Headquarters in order for our history to be preserved for future generations to understand what happened in the middle of the 20th century. The town now has a history museum, science museum, and National Park Service center to tell the story, and visitors keep coming. There is much material to use for study.

The new proposed standards do not also suggest a study of the Japanese culture (as is America and German culture) which is so important for understanding WWII and what happened in Imperial Japan, with as strong handhold on the society as the Nazis in Germany. The lasting effects of Japanese cruelty in Asia has not been forgotten in contemporary Asia. It is a shock after 80 years of Japan's attack, not only on Pearl Harbor, but islands all around the Pacific.

I try to explain the events abroad as I try to explain what happened to the Japanese American community during WWII. My public talks are often full or even have standing room. There is so much interest of what happened in NM. It is important for the social studies program continue to give WWII and its aftermath is still necessary.

I do believe in the new standards teaching critical thinking and how to research primary sources, and other techniques, with a chance to discuss and debate these historic events.

One last point. I hope that Roberts Rules of Order are taught in all our schools. I have used Parliamentary procedure for my leadership roles. I learned them initially in Junior High student council and am now a member of the Santa Fe Parliamentary Unit. Roberts Rules are the basis of how our democracy works, protecting the voice of the minority, but learning how the majority can come to a conclusion best for the community. To parle came from our French heritage and brought from our English and Scottish founders when they came to America. Let's teach these guidelines and those from our Native American heritage. So rich a heritage.

Thank you for listening to my views,

Nancy R. Bartlit
113 Monte Rey Drive North
Los Alamos, NM 87547
505-672-9792 home/office

Co-Author with former UNM Professor Everett M. Rogers, "Silent Voices of WWII: When Sons of the Land of Enchantment Met Sons of the Land of the Rising Sun," Sunstone Press: Santa Fe, 2005. Approved by the NM Board of Education as a supplemental text for high school. Now in revision with Pajarito Press LLC.

[EXTERNAL] Add Personal Finance Standards to 6.29.11 NMAC, Social Studies

Isaac Lopez <mailagent@thesoftedge.com>

Fri 11/12/2021 4:48 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Isaac Lopez
3318 Luna Drive
Las Vegas, NM 87701-9733

[EXTERNAL] Proposed change in Social Studies standards

C D Goetz <cuttercattle@yahoo.com>

Fri 11/12/2021 4:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am a product of the public school system in New Mexico. We have got along well without studies that run down our shared culture in New Mexico or the United States.

Schools should be in the business of teaching reading, writing and arithmetic.

Schools have no business dividing students by social, economic or gender class.

No change is necessary. Butt out.

Sincerely,

Charles D. Goetz

15287 Highway 187

Williamsburg, NM 87942

Sent from [Mail](#) for Windows

[EXTERNAL] Commentary on NM PED Social Studies Standards

WALD, MARISSA <mwald@cnm.edu>

Fri 11/12/2021 4:49 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom It May Concern at the NM PED,

I submit the following comments as a Full-Time faculty member at Central New Mexico Community College teaching geography. I hold a PhD in Geography from the University of Arizona and have been teaching geographic concepts since 2007. (I am also the parent of two elementary-aged children and I make these comments with them and all children in mind.)

I want to register my strong SUPPORT for the new NM PED standards for social studies. First, I see a concerted effort in the standards throughout the K-12 education to prepare students to effectively evaluate information for bias and truly understand how inquiry and evidence works. We are facing a national crisis in this regard, and I am proud to support standards that teaches students to be informed consumers of information and data.

Second, I am proud to see that spatial analysis is embedded in the K-12 social studies curriculum, which adds rigor, quantitative analysis and job-ready skills into the curriculum. Geographic information and other spatial data use is a growing field for which we need to prepare students with geographic habits of mind. With dangerous misinformation, like "flat earth theory" circulating, the best way to educate our kids spatially is to have them engage with maps and globes from an early age.

And third, regarding the more contentious issues that many of the individuals have raised in this meeting, whether you like it or not, these issues of race, sexual orientation (which are not addressed until high school), and ethnic identity are part of living in this country. You can put your head in the sand, and pretend that they don't impact you, but instead I'd rather live in a state where students engage with complex issues in the context of a classroom, where they can learn from others, try on new ideas, investigate different facets of those ideas, work out the evidence. Let's not send our students into the world (or into my classroom in higher education) without any engagement with the issues that matter. Let them be exposed to evidence and give them the confidence to come to their own understanding. That's what these standards do.

I'm happy to support them.

Sincerely,
Marissa T. Isaak Wald

[EXTERNAL] Social Studies proposed standards, public input

Linda Hudson <lindahudson703@gmail.com>

Fri 11/12/2021 4:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Good afternoon, I am attending the zoom session but you may not get to me to hear my views before 5:00:

I am Linda Hudson a newly elected School Board member to the Moriarty Edgewood School District. I am a 74 yo mother and grandmother who has volunteered in after school Bible Club's in the MESD for over 20 years.

I too am concerned with the direction PED is taking our Public education and I believe it is government over reach not in the best interest of New Mexico's children seeking a public education. This curriculum is biased and politically driven. It also goes against parental authority and usurps it by PED implementing CRT, LGBTQ, transgender identity etc into their K-12 children's education. Public school should educate and prepare our children for a future of their choice whether their college bound or not with the ability, and skills to excel in their life paths choice. Let's educate and not indoctrinate our children, teaching them to think for themselves and not be told what to think.

I also disagree with the mask mandating of children in school and eliminating parents being able to enter their child's school. Some of our schools actually look and operate like a prison.

I am also very concerned about your rule standard regarding the possibility of school board suspension(s).

Thank you for this opportunity to express my position on these proposed standards.

As a final comment, as a woman of faith I am going to share a scripture from the Bible regarding the extreme importance God places on His children. Matthew 18:6 "but whoever causes one of these little ones who believe in Me to stumble, it is better for him that a heavy millstone be hung around his neck, and that he be drowned in the depth of the sea."

Sent from my iPhone

[EXTERNAL] Social Studies Standards

Lorraine Lowther <lorraine.lowther@gmail.com>

Fri 11/12/2021 4:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

NMPED,

My name is Lorraine Lowther, and I am the mother of three children that will be impacted by these proposed changes within the Las Cruces School District.

I oppose the proposed standards as written. Please extend the time to discuss some of the divisive curriculum, expand the personal finance aspect, and omit the sex education aspects of the curriculum.

Thank you,

[EXTERNAL] Support for updated social studies standards

Songtree Pioche <songtreep@gmail.com>

Fri 11/12/2021 4:50 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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November 12, 2021

New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena,

Good afternoon. My name is Songtree Pioche. I am Taos Pueblo and Oglala Lakota. I am zooming in from San Juan County, the original lands of the Diné. I am the Vice Chair of the Native American Democratic Caucus of New Mexico, Vice Chair of the Democratic Party of NM, and Chairwoman of the Aztec Indian Education Committee.

I am a mother of 3 children (2 special needs) currently in and graduated from the NM public school system. Ethnic and cultural Identity studies empowers our students to understand their cultural core values and issues that affect our Indigenous communities. With this true understanding students will be inspired to civic engagement efforts of meaningful change. I want to express my **praise** and **gratitude** to all those involved in this effort to update the social studies standards.

I am in **full support** of this effort and would like to see it approved and adopted. Any delays are unacceptable and against a court mandate.

Respectfully,
Songtree Pioche
Vice Chair-Native American Democratic Caucus of NM
Vice Chair- Democratic Party of San Juan County
Chairwoman-Aztec Indian Education Committee

[EXTERNAL] Support for new proposed standards for social studies

Holly Mata <mata.holly@gmail.com>

Fri 11/12/2021 4:51 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To our NM Public Education Department:

I am writing to share my strong support for the new proposed standards for social studies. As a public health specialist and educator, I am grateful for the time and attention that have gone into making sure our curricula are culturally and linguistically relevant and reflect the diversity of our state and nation.

I join with many of my colleagues throughout the state in sharing my appreciation that the new standards do the following:

- Add a much-needed focus on ethnic, cultural, and identity studies to help students make sense of history and to ensure that every student recognizes the important role their communities have played in the development of our state and nation.
- Provide students with accounts of many different experiences, events, and perspectives throughout history to help them understand how various events from the past shape their current experiences.
- Place an important focus on inquiry, by asking students to apply a higher level of thinking about historical events rather than to simply memorize names and dates.
- Openly examine our nation's past and how it affects present society. This teaches students that although we come from different backgrounds, we can and do work together to ensure our state and nation live up to our democratic ideals.
- Bring a focus to identifying what is fact and what is opinion – a skill that is critical both in understanding social studies and participating in democracy.

As a grandparent, a teacher, and a community member, I appreciate the opportunity to provide input and I thank you for all you do.

Respectfully,

Holly

--

Holly Mata, PhD, MCHES, CPH
Alamogordo, NM
575-551-1458

[EXTERNAL] Student Comment on Social Studies

KRockett <krockettfitness@yahoo.com>

Fri 11/12/2021 4:52 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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To the policy division of NMPED

My name is Jose Lopez and I am a student and Artesia Junior High School. I am a child that lives in same-sex partnership household. My parents are both Hispanic.

I am deeply in very concerned about the social studies standards as they are proposed.

I want to learn about World War II and another historical events and how they have impacted the world I live.

The list of standards that I strongly disagree with is extensive, here are a few of the standards from my list but this list is not conclusive, and only represents a small selection.

9-12.US.130 - examine the experiences and activism of the LGBTQ+ community during this period, including the AIDS epidemic, social movements, resistance, and hate crimes.

- I do not wish to learn about the LGBTQIA+ community as a subject within my schools. Discussions about these relationships and this movement are topics that are discussed with my mother inside my home.

9-12.EIC.22 - evaluate the role of racial social constructs in the structures and functions of a 21st-century American society.

- This standard reads like it would cause my peers to see my racial identity first. And not the person I am.

9-12.US.53 - identify the ways in which gender and sexuality were changing and unchanged during the 19th century.

- Why does this have to be taught in my class? Gender and sexuality isn't something I want to study in school

I think with my statement by saying this, the standards have me worried I believe it may cause issues with my peers did you not understand or agree with me. I find the diversity and division to be troublesome.

As a student that would be taught these standards, all I wish for New Mexico public schools is to make changes to the standards that reflect the history of our world and society and not social political

sexual and gender priorities.

Thank you for letting me comment,
Jose Lopez
Student

[EXTERNAL] In support of the new Social Studies Standards as written

Penelope Loyd Sment <penelopesound@gmail.com>

Fri 11/12/2021 4:54 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello! My name is Penelope Loyd Sment and I am a freshman in high school in Albuquerque Public Schools.

As a student, and someone who is actively being affected and taught by these standards I want to say I am glad to see the standards amended- it is nice to see us take a much needed step forward.

My fellow students and I deserve an education based in truth.

I don't want imperfections and mistakes to be hidden from us. I want to face the facts about discrimination and our sometimes ugly history bravely and understand the context in the world I live in so that we can make meaningful change in the world.

From what I heard on the PED's Proposed Social Studies Standards Public Hearing zoom call, there are a lot of people worried about their white kids feeling ashamed and hating themselves because the standards finally teach the truth about systemic racism in America.

However, as a young white woman I look forward to learning the real history of systemic racism and how we got to where we are now, in order to help right our historical wrongs.

Furthermore, I think, as students in the US, we can at least expect one thing- to learn actual facts.

We should be able to rely on our schools to help us learn real history because we all know the history in the books was written by the white victors. Right now, it seems that there are several groups of people of color who didn't get to take part in that story of history and I think I would like to hear their stories too. I don't appreciate anyone telling me that I can only hear one side of history.

If you're going to listen to anyone, it should be the students. Several of my friends and peers strongly agree with what I am saying now.

We don't want history to be censored and white washed. And we know that racism, homophobia, other discrimination, and unjust practices within our system exist so it's not fair for our schools, who we depend on to teach the truth and history based on facts, don't.

I want to say thank you for the work you do and for having the motivation to make some much needed improvements to our state education standards. Thank you so much for listening to me and I hope you have a lovely day.

--

Penelope Loyd Sment

penelopesound@gmail.com

(505)-506-9986

Inevitable Epiphany Blog (penelopesound.com)

Pronouns: She/Her/Hers

[EXTERNAL] Social Studies Curriculum

Stephanie Wenner <stephaniewenner@gmail.com>

Fri 11/12/2021 4:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear NMPED,

As a parent of New Mexico students (elementary and middle school aged), I am writing to voice my concerns about the proposed update of the Social Studies curriculum in New Mexico. Throughout the proposal, the language used suggests principles of Marxism and Critical Race Theory are a priority. This language and these thoughts have no room in our schools and no room in our country.

Instead of focusing on "Equality" for all as an endpoint, we should be encouraging our students to do their best work no matter what. The emphasis should be placed on our unity as Americans with opportunity for economic and power advancement based on education, hard work and family structures that support one another. Why are so many people migrating from their homelands and trying to get into our country? It is because America is the land of opportunity and not because it is a country filled with hatred, racism and oppression. The great Dr. Martin Luther King, Jr. famously stated that we should not judge anyone by the color of their skin but by the content of their character. In our family, we teach our children that it doesn't matter what your skin looks like, but that what you do with the skin that God gave you, does matter. THIS is what the children of our state should be taught.

I hope and pray that you will consider all sides before choosing a curriculum that will affect so many.

Thank you,

Stephanie Wenner

[EXTERNAL] In favor of proposed SS Standards

Barbara Lazar <barblazar@msn.com>

Fri 11/12/2021 4:55 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

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Thank you for your commitment and work at creating learning standards that provide students with a fuller and more inclusive world view and global perspective.

I would like to see more and specific reference to teaching the Holocaust in 6-12.

Thank you for the opportunity to give positive support. I hope these go through and are implemented.

Barb Lazar

Middle school Humanities teacher and librarian

Sent from my iPhone

[EXTERNAL] Comments on proposed Social Science Standards

Harold Delaney <haroldddelaney@gmail.com>

Fri 11/12/2021 4:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

41 Eastridge Road
Edgewood, NM 87015
November 12, 2021

Dear staff of the New Mexico Public Education Department,

I am writing to offer comments on the proposed new Social Studies Standards.

I am concerned that the proposed standards, instead of promoting civic competence by in-depth study of the history, rationale and strengths of American democracy, will focus much more on themes of oppression and victimization. This is suggested by the choice of the “major historical themes” listed in the very first “guiding principle” of the new curriculum. Primacy is given to ideas of “power, class conflict, struggle, geo political impact, social justice, equity and diversity.” Although the term “critical race theory” does not appear in the document, six of these seven ideas (all except “geo political impact”) are indeed key components of critical theory.

I note in my more detailed comments in the attached document numerous other places in the proposed standards where the ideas of oppression and victimization are highlighted (please see my 30 comments on specific sections of the proposed Social Studies Standards in the attachment to this email). While shortcomings of American history should be acknowledged, much more time should be devoted to communicating the strengths and philosophy underlying our system of government and the ways in which we have benefitted from the heritage of Western civilization. Instead of acknowledging the benefits of the Anglo or European heritage of the United States of America, the guiding principles refer to the “Eurocentric cultural script” only to assure readers that the new social studies curriculum will ensure divergence from such an approach. The tools that are stressed in the guiding principles are tools that get at “authentic stories” of “power and oppression.” This focus again is directly linked to critical theory and will, I believe, tend to promote a mindset of being a victim of oppression among New Mexican students. Rather than appreciating the strengths and blessings of the past, the last two guiding principles stress a “future focused application.” I believe instead the focus of a social studies curriculum (which the National Council of Social Studies says should draw on disciplines such as anthropology, archaeology, history, religion and law) should be on the past rather than the future.

Other major concerns with the proposed new Social Studies Standards are:

- 1) that Western civilization is not given explicit priority over Eastern civilization (while I realize that in the past the curriculum may have focused on Western civilization to the total exclusion of other cultures, I believe it is still important that students primarily learn the heritage of Western civilization and only secondarily be introduced to other major world civilizations);
- 2) that Western religion is introduced only tangentially and somewhat negatively, e.g. during the colonial period the role of religion is suggested to be limiting gender roles (Performance Standard 8.49, p. 69).

The treatment of religion is well illustrated by the Performance Standards relating to the period of 600 CE to 1300 CE. Rather than discussing the many strengths of this era, the focus is on “conflict, oppression, human rights violations, and genocide” in Medieval times (Performance Standard 6.52, p. 50). There is no mention of the tremendous heritage of this era such as the Thomistic synthesis which gave rise to universities in the West, or the natural law tradition that underlay much of the development

of the laws in England and the United States. Indeed, the only mention of the word “Christian” or “Jew” in the entire document is in the context of the encounters of these groups with Muslims between 600 and 1300. There is no discussion of the ways in which the Judeo-Christian heritage shaped laws, governmental structures, or civil society generally in American history.

A final concern is the presumption throughout that a child’s identity is primarily a matter of the autonomous choice of the individual child (e.g., “how they want to present themselves to the world” as in Performance Standard 6.16, p. 45). The possibility of an intrinsic or transcendent basis for defining one’s identity is nowhere mentioned, even though that is the perspective of the religious traditions that profoundly shaped the lives and identities of many if not most Americans throughout the history of our country.

I urge the Public Education Department to reject the new Social Studies Standards as currently proposed. As recommended by an editorial in the Albuquerque Journal yesterday (November 11, 2021, page A12), substantial revisions incorporating changes recommended by the public are needed before the Social Studies Standards should be considered for adoption.

Sincerely yours,

Harold Delaney, Ph.D.

Emeritus Professor of Psychology
University of New Mexico

Attached: Delaney comments on proposed Social Studies Standards

New Mexico Social Studies Standards

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Introduction

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

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

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

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

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

Overview of the Standards

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

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

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

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

How to Read the Standards

Color Coding of the Standards

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

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

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

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

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

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

Anchor Standards

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

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

Kindergarten

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

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

Theme 2: Myself and My Community

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


Theme 3: Needs and Wants

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

Theme 4: Spaces and Places

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

Theme 5: Social identity

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

First Grade

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

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

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

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

Theme 3: Making Choices

Anchor Standard
The student demonstrates an understanding of:

Performance Standard:
Therefore, the student is able to:

Economics 6. Incentives and Choices

- 1.14. Examine choices that families make due to scarcity, and identify costs associated with these choices

Economics 8. Money and Markets

- 1.15. Identify examples of a producer and a consumer.
- 1.16. Examine how earning money through work is related to the purchase of goods and services.
- 1.17. Examine decisions that people make about spending and saving money

Theme 4: Interactions with Our Physical Environment

Anchor Standard
The student demonstrates an understanding of:

Performance Standard:
Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

- 1.18. Create geographic representations to identify the location of familiar places and demonstrate how these representations can help us navigate from one place to the next, provide directions, or trace important routes.
- 1.19. Identify the common symbols used on maps for man-made structures and physical features.
- 1.20. Use a variety of maps to locate specific places, and identify major landforms, bodies of water, and other places of significance around the United States.

Geography 11. Location, Place, and Region

- 1.21. Explain how man-made structures are all examples of how people modify the physical environment to meet needs and wants.

Geography 13. Human-Environmental Interactions and Sustainability

- 1.22. Explain how people interact with their physical environment in ways that may have a positive or a negative effect on natural resources.

Theme 5: Multiple Identities


Anchor Standard

The student demonstrates an understanding of:

Performance Standard:


Therefore, the student is able to:

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

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

Second Grade

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

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

Theme 1: We the People (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Civics 4. Roles and Responsibilities of a Civic Life

- 2.11. Examine and understand the qualities of good leadership.

Theme 2: Looking in Our Past

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

- 2.12. Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
- 2.13. Compare diverse world communities in terms of members, customs, and traditions to the local community.
- 2.14. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local and national events.

History 17. Critical Consciousness and Perspectives

- 2.15. Identify and compare the diverse North American cultural groups of the past and today.
- 2.16. Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.

Theme 3: What We Make and Use

Anchor Standard
The student demonstrates an understanding of:

Performance Standard:
Therefore, the student is able to:

Economics 5. Economic Decision Making

- 2.17. Examine how consumers react to changes in the prices of goods and how this influences economic decision making and the use of money.
- 2.18. Explore how communities share resources and services with other communities.

Economics 7. Economic Systems and Models

- 2.19. Investigate what resources are available in the community, how available resources differ in communities, and what resources are obtained from neighboring communities.
- 2.20. Identify different types of jobs performed in the community.

Theme 4: Cultures and Environment

Anchor Standard
The student demonstrates an understanding of:

Performance Standard:
Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

- 2.21. Using maps, identify and locate the United States, Canada, and Mexico as the countries that make up North America.
- 2.22. Identify and locate the bordering states to New Mexico and understand that New Mexico is in the Southwest.

Geography 11. Location, Place, and Region

- 2.23. Compare the human and physical characteristics of two regions in the United States.
- 2.24. Generate a definition for your region of the US by identifying unique features.

Geography 12. Movement, Population, and Systems

- 2.25. List at least three different waves of migration to the Western hemisphere in chronological order. (Movement)

Theme 4: Cultures and Environment (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

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

Theme 5: Multi-Identity Interactions


Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

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

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

Third Grade

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

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

Theme 1: Citizenship (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Civics 4. Roles and Responsibilities of a Civic Life

- 3.9. Explain how to be a responsible and active citizen in a democracy.

Theme 2: Global Immigration and Migration

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 12. Movement, Population, and Systems

- 3.10. Evaluate the reasons for migration and immigration and the effects on people, culture, and ideas in world communities.
- 3.11. Analyze how human settlement and movement impact diverse groups of people and how the cultural aspects of a region spread beyond its borders.
- 3.12. Analyze the movement of Indigenous groups, including the removal and return of Indigenous people throughout New Mexico and the US.

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

- 3.13. Explain how world events impact New Mexico and the US, both in the past and today.

History 16. Historical Thinking

- 3.14. Use a timeline to analyze connections among historical events, including how human settlement and movement impacted diverse groups of people.

Theme 3: Global Issues and Events

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

Theme 4: Our Changing World

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

Theme 4: Our Changing World (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 11. Location, Place, and Region

- 3.25. Explain how physical and cultural characteristics of world regions affect people, and examine geographic features of various global communities that might create a need for migration or immigration using a variety of maps, photos, and other geographic representations.
- 3.26. Identify the components of the Earth's biosystems and their makeup (e.g., air, land, water, plants, and animals).

Theme 5: Global Diversity and Identity


Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

- 3.27. Express a positive view of personal identities without making someone else feel badly. 
- 3.28. Compare and contrast cultural identity with other people and groups.

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

- 3.29. Identify the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.

Fourth Grade

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

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

Theme 1: New Mexico Government Past and Present (*Continued*)

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

Theme 2: Migration and Settlement in New Mexico

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


Theme 3: New Mexico Trade and Industry

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

Theme 4: Resources and Land Use in New Mexico

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

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


Fifth Grade

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

Theme 1: Development and Establishment of U.S. Government

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

Theme 2: Inequality and Justice in the US

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

Theme 2: Inequality and Justice in the US *(Continued)*

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

Theme 3: Human Rights and Economic Development

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

Theme 4: Human Impact on Environment

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

- 5.23. Demonstrate how physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.
- 5.24. Using maps and globes, identify the regions within the Western Hemisphere and locate major physical features within each region.
- 5.25. Demonstrate how the states are organized including time zones and the regions of the US.
- 5.26. Use geographic and place-based vocabulary to communicate locations and navigate from one place to another.

Geography 11. Location, Place, and Region

- 5.27. Using a map, identify and locate the 50 states in the United States and know the capitals of each state along with the surrounding U.S. territories.

Geography 13. Human- Environmental Interactions and Sustainability

- 5.28. Examine how the physical environment influences human population distribution and land use.

Theme 5: Identity in Multiple Spaces

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 17. Critical Consciousness and Perspectives

- 5.29. Identify the beliefs, experiences, perspectives, and values that form points of view about civic issues.

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

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



Sixth Grade

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

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

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

Theme 1: Introduction to Geography and Historical Thinking (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

- 6.22. Explain how the treatment of people (past and present) shaped group identities and cultures.

Theme 2: The Environment and Early Civilizations: Human Beginnings and Ancestral Cultures

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Civics 1. Civic and Political Institutions

- 6.23. Identify the social structures of early humans.

Economics 9. Global Economy

- 6.24. Analyze the economic impact that surpluses of food and goods have on the growth of civilizations.

Geography 10. Geographic Representations and Reasoning

- 6.25. Compare environmental and geographic attributes of locations of the earliest human settlements.

Geography 11. Location, Place, and Region

- 6.26. Compare cultural and technological innovations of one Mesoamerican and one South American civilization.
- 6.27. Compare cultural, political, and religious characteristics of early river valley civilizations.

Geography 13. Human-Environmental Interactions and Sustainability

- 6.28. Describe how the local environment impacts cultures and technology.
- 6.29. Describe how the people impact the local environment.

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

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

Theme 3: Classical Eastern and Western Civilizations

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

Theme 3: Classical Eastern and Western Civilizations (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Content Standard

Therefore, the student is able to

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

- 6.40. Describe the interactions of religious and philosophical perspectives and explain their impact on European, Asian, and Middle Eastern societies during the classical period.

Theme 4: Post-Classical Societies

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

Economics 5. Economic Decision-Making

- 6.41. Describe the distribution of resources among classes in the feudal hierarchy of European and Asian societies.

Geography 12. Movement, Population, and Systems

- 6.42. Explain the reasons for the expansion of trade routes and territories in Sub-Saharan regions.

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

- 6.43. Analyze the significance of innovations such as scientific, mathematical, and technological in Middle Eastern and Asian societies.
- 6.44. Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the post-classical period.

History 15. Cause and Consequence

- 6.45. Explain what led to the emergence of European feudalism.

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

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

Anchor Standard

The student demonstrates an understanding of

Performance Standard:

Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

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

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

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


History 15. Causes and Consequence

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

History 17. Critical Consciousness and Perspectives

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

Seventh Grade

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

Theme 1: The Land, People, and Resources of New Mexico

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

Theme 1: The Land, People & Resources of New Mexico (*Continued*)

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

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


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

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

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

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

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

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

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

Geography 12. Movement, Population, and Systems	<ul style="list-style-type: none"> ● 7.55. Analyze maps and charts about the Age of Exploration to understand the movement of people, goods, and ideas across the world.
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Theme 4: The Spaniards Enter the Americas (c. 1490s CE – c. 1590s CE) (Continued)

Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard: <i>Therefore, the student is able to:</i>
Geography 13. Human-Environmental Interactions and Sustainability	<ul style="list-style-type: none"> ● 7.56. Interpret the cultural differences between Spaniards and Indigenous peoples.
History 14. Historical Change, Continuity, Context, and Reconciliation	<ul style="list-style-type: none"> ● 7.57. Describe the interactions between the Spaniards and Indigenous Peoples.
History 16. Historical Thinking	<ul style="list-style-type: none"> ● 7.58. Use primary and secondary sources to explain the political and religious motivations of Spaniards as they encounter the land and peoples of the Americas. ● 7.59. Compare the patterns of exploration, destruction and occupation of the Americas by Spaniards
Ethnic, Cultural, and Identity Studies 19. Diversity and Identity	<ul style="list-style-type: none"> ● 7.60. Demonstrate how diversity includes the impact of unequal power relations on the development of group identities and cultures. ● 7.61. Brainstorm ways in which New Mexicans might heal from past and current injustices.

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Civics 2. Processes, Rules, and Laws

- 7.62. Use figurative language to describe the relationship between a nation-state and its colonies.
- 7.63. Hypothesize how the policies of the Spanish monarchy in New Spain interacted with other societies in the region.

Theme 5: The Spanish Colonial Period (c. 1500s CE – 1821 CE) (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Economics 5. Economic Decision-Making

- 7.64. Use primary sources to identify formal and informal actions that impacted local, tribal, and Spanish empirical economies during this time period.

Geography 10. Geographic Representations and Reasoning

- 7.65. Analyze maps and charts from the Spanish Colonial period to understand El Camino Real as a significant corridor for movement of people, goods, and ideas.

Geography 13. Human-Environmental Interactions and Sustainability

- 7.66. Explain how differing perceptions of places, people, and resources affected events and conditions in New Mexico during the Spanish Colonial period.
- 7.67. Evaluate practices of land usage and ownership between Indigenous peoples and Spaniards.

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


- 7.68. Compare and contrast the revolts and resistance movements under Spanish rule.

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

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

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

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

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

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

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

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

Eighth Grade

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



6-8 Inquiry (Continued)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Inquiry 25. Communicate and Critique Conclusions

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

Inquiry 26. Take Informed Action

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

Theme 1: Geography & Indigenous Peoples of North America

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


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

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

Theme 3: Colonization (1490 CE – 1750 CE)

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

Theme 3: Colonization (1490 CE – 1750 CE) (Continued)

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

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

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

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

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


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

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

Theme 6: Expansion and Displacement (1815 CE – 1850 CE)

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

Theme 7: Sectionalism (1830 CE – 1860 CE)

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

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

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

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

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

Theme 9: Reconstruction (1865 CE – 1877 CE)

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

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

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

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

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

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

HS Civics

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

High School Civics

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

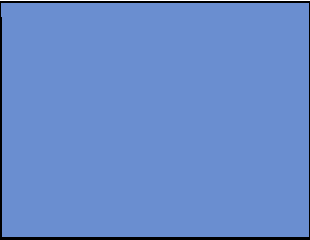
Civics 1. Civic and Political Institutions

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

Civics 2. Processes, Rules, and Laws

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

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

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

HS Economics

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

High School Economics

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Economics 5. Economic Decision-Making

- 9-12.Econ.13. Apply understanding of economic concepts and systems to analyze decision-making and the interactions between consumers, business, government, and societies.
- 9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.
- 9-12.Econ.15. Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.
- 9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups
- 9-12.Econ.17. Explain how and why people make choices to improve their economic well-being.
- 9-12.Econ.18. Evaluate the market value of income earned through wages and other activities associated with saving, and investing.
- 9-12.Econ.19. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.
- 9-12.Econ.20. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.

Economics 7. Economic Systems and Models

- 9-12.Econ.21. Analyze the production, distribution, and consumption of goods and services.
- 9-12.Econ.22. Evaluate economic theories for their compatibility with democracy.
- 9-12.Econ.23. Compare the advantages and disadvantages of major economic systems found around the world.
- 9-12.Econ.24. Critique inequalities that exist in economic systems.
- 9-12.Econ.25. Use economic data to evaluate the positive and negative aspects of American capitalism in relationship to other economic systems.
- 9-12.Econ.25. Analyze how national and global economic trends and policies impact the state and local economies in New Mexico.
- 9-12.Econ.26. Critique the impact of globalization on New Mexico and its citizens.
- 9-12.Econ.27. Evaluate the impact of environmental externalities on New Mexican communities.

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

Economics 9. Global Economy

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

HS Geography

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

High School Geography

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 10. Geographic Representations and Reasoning

- 9-12.Geo.13. Analyze and evaluate the characteristics and purposes and uses of geographic tools, knowledge, and skills.
- 9-12.Geo.14. Create maps to display and explain the spatial patterns of culture and environment.
- 9-12.Geo.15. Analyze and interpret geographic characteristics of cultures, economies, and political systems.
- 9-12.Geo.16. Interpret geographic representations to evaluate and explain changes over time.
- 9-12.Geo.17. Apply geographic knowledge and geospatial skills to interpret the past and present in order to make informed decisions.

Geography 11. Location, Place, and Region

- 9-12.Geo.18. Analyze and explain the reciprocal relationship between physical, geographical locations and the patterns and processes humans create within them.
- 9-12.Geo.19. Explain and evaluate the process of place-making and the development of place-based identity.
- 9-12.Geo.20. Identify, define, and explain the distinguishing features of formal, functional, and perceptual regions.

Geography 12. Movement, Population, and Systems

- 9-12.Geo.21. Identify, evaluate, and explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at the local, national, and global scale.
- 9-12.Geo.22. Identify, evaluate, and explain the causes, characteristics, and impact of diffusion: the spread of ideas, beliefs, cultural practices and traits, language, artifacts, methods, technologies, and diseases across space and over time.
- 9-12.Geo.23. Describe, analyze, and compare how human systems, perceptions, and identities shape places and regions over time.
- 9-12.Geo.24. Analyze and predict how location, place, and region impact the evolution of human perspectives and identities.
- 9-12.Geo.25. Identify, evaluate, and predict how particular historical events and developments shape human processes and systems in a given place/region over time.
- 9-12.Geo.26. Predict future social, political, economic, cultural, spiritual and environmental opportunities, and obstacles associated with movement, population, decision-making, and perspectives in a given place or region.

High School Geography (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human- Environmental Interactions and Sustainability

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

HS New Mexico History

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

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

Theme 2: New Mexico's Territorial Period

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

Theme 3: Statehood and Functions of State/Tribal Governments

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

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

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

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

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

Theme 5: New Mexico and the Cold War

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

Theme 5: New Mexico and the Cold War (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

Geography 13. Human-Environmental Interactions and Sustainability

- 9-12.NMH.42. Analyze the pros and cons of New Mexico's role in the production of uranium fueled weapons built during the Cold War.

History 16. Historical Thinking

- 9-12.NMH.43. Identify the beginnings of the arms race between the Soviet Union and the U.S.
- 9-12.NMH.44. Uncover what types of activities took place, and what products were produced at Los Alamos National Laboratory and Sandia National Lab during the Cold War and beyond.

History 18. Power Dynamics, Leadership, and Agency

- 9-12.NMH.45. Give examples of how New Mexicans played an active role in military service during the Korean and Vietnam Wars.

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

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

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

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

Theme 8: Resource Management and Mineral Resources in New Mexico

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

HS U.S. History

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

Theme 1: U.S. Origins and Origin Stories

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 15. Cause and Consequence

- 9-12.US.13. Examine the course and consequences of the Columbian Exchange.
- 9-12.US.14. Describe the evolution and short and long-term consequences of racialized labor and caste systems such as encomienda and slavery in Spanish and Portuguese America.
- 9-12.US.15. Analyze how various Indigenous nations changed as a result of European settler colonialism.
- 9-12.US.16. Examine the involvement of Indigenous nations in the colonial wars and evaluate the consequences for their societies.

History 17. Critical Consciousness and Perspectives

- 9-12.US.17. Explain the ways that Indigenous nations expressed and transmitted their beliefs and values.
- 9-12.US.18. Compare and contrast the different ways in which Indigenous people have resisted, survived, and adapted to maintain their patterns of community life.
- 9-12.US.19. Compare and contrast the short- and long-term causes and effects of settler colonialism vs. classic colonialism.

History 18. Power Dynamics, Leadership, and Agency

- 9-12.US.20. Explain the common elements of Indigenous societies.
- 9-12.US.21. Analyze facets of Indigenous social, political, and economic organization.
- 9-12.US.22. Analyze relationships between Indigenous peoples and Spanish, English, French, and Dutch colonizers.
- 9-12.US.23. Examine the interactions between English colonizers and Indigenous peoples in the 13 Colonies.

Theme 2: Early America: The American Revolution and Constitution

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

Theme 3: Westward Expansion, 1787–1876

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

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

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

Theme 4: Civil War, 1861–1865

Anchor Standard

The student demonstrates an understanding of:

Content Standard

Therefore, the student is able to:

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

- 9-12.US.42. Analyze the persistence of the “Lost Cause of the Confederacy” narrative and its long term effects.
- 9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people.

Theme 4: Civil War, 1861–1865 (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Content Standard

Therefore, the student is able to:

History 15. Cause and Consequence

- 9-12.US.44. Analyze critical policies and events leading to the Civil War and connections among them.
- 9-12.US.45. Explain how conflicts over slavery led the North and South to war.

History 17. Critical Consciousness and Perspectives

- 9-12.US.46. Explore the similarities and differences between reform movements in the United States in the early to mid-19th century.
- 9-12.US.47. Identify the ways in which diverse groups of people participated in the Civil War, including women and African Americans.

History 18. Power Dynamics, Leadership, and Agency

- 9-12.US.48. Analyze major factors that determined the outcome of the Civil War.

Theme 5: Reconstruction, 1865–1877

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

- 9-12.US.49. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants.
- 9-12.US.50. Compare and contrast global historical reconciliation and reparations efforts (Denazification, Australia Mabo Case/Terra Nullius) with Reconstruction.

History 15. Cause and Consequence

- 9-12.US.51. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.

Theme 5: Reconstruction, 1865-1877 (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 17. Critical Consciousness and Perspectives

- 9-12.US.52. Explore African American economic, political, sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.
- 9-12.US.53. Identify the ways in which gender and sexuality were changing and unchanged during the 19th century.

History 18. Power Dynamics, Leadership, and Agency

- 9-12.US.54. Explore the efforts of the federal government and African Americans to forge a new political and social order after emancipation.

Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

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

- 9-12.US.55. Examine immigration policy in the United States over time.
- 9-12.US.56. Evaluate what an efficient, equitable, and just economic system would look like in the United States.
- 9-12.US.57. Examine contemporary labor struggles and populist movements in the United States and around the world.
- 9-12.US.58. Explore the short- and long-term effects of the Jim Crow era on African Americans in both the North and the South.

History 15. Cause and Consequence

- 9-12.US.59. Explain the various causes of the Industrial Revolution.
- 9-12.US.60. Make connections among the important consequences of the Industrial Revolution.
- 9-12.US.61. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.

Theme 6: Rebuilding the United States: Industry and Immigration, 1865–1920 (Continued)

Anchor Standard
The student demonstrates an understanding of:

Performance Standard
Therefore, the student is able to:

History 17. Critical Consciousness and Perspectives

- 9-12.US.62. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations.
- 9-12.US.63. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women.
- 9-12.US.64. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.

Theme 7: Imperialism, 1890–1920

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

Theme 8: Progressivism and World War I

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

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

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

History 18. Power Dynamics, Leadership, and Agency

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

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

Theme 11: World War II

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

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

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

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

Theme 11: World War II (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 15. Cause and Consequence

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

History 17. Critical Consciousness and Perspectives

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

Theme 12: The Cold War: 1945–1975

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

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

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

Theme 13: Civil Rights and People Power Movements

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

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

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

Theme 14: Rise of Conservatism, 1968–2008

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

Theme 14: Rise of Conservatism, 1968–2008 (*Continued*)

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

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

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

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

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to

History 18. Power Dynamics, Leadership, and Agency

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

HS World History

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

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

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

High School World History

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

High School World History (*Continued*)

Anchor Standard
The student demonstrates an understanding of:

Performance Standard:
Therefore, the student is able to:

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

- 9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.
- 9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.
- 9-12.WH.20. Identify patterns of continuity and change over time in world history, focusing on patterns both within and between historical eras.
- 9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- 9-12.WH.22. Identify individuals, groups, and events in New Mexico's history that have influenced or were influenced by events in world history.

History 15. Cause and Consequence

- 9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.
- 9-12.WH.24. Distinguish between long-term and short-term causes in developing historical interpretations.
- 9-12.WH.25. Identify contemporary global issues that influence or are influenced by New Mexicans.

History 16. Historical Thinking

- 9-12.WH.26. Analyze and evaluate the values and limitations of primary and secondary sources of information (including digital) with attention to the source, its context, reliability, and usefulness.
- 9-12.WH.27. Effectively use and integrate evidence from a variety of diverse sources in order to evaluate and develop historical claims.
- 9-12.WH.28. Synthesize historical information to create new understandings.

History 17. Critical Consciousness and Perspectives

- 9-12.WH.29. Use a variety of source materials to compare and contrast treatments of the same topic.
- 9-12.WH.30. Examine historical events from the perspectives of diverse groups, including but not limited to Indigenous peoples, regional, racial, ethnic, class, and gender.
- 9-12.WH.31. Analyze and evaluate multiple points of view to explain the ideas and actions of individuals and groups.

High School World History (*Continued*)

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

History 18. Power Dynamics, Leadership, and Agency

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

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

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

Ethnic, Cultural, and Identity Studies

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

Ethnic, Cultural and Identity Studies

Anchor Standard

The student demonstrates an understanding of:

Performance Standard:

Therefore, the student is able to:

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

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

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

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

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

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

[EXTERNAL] Social studies standard

Candice Padilla <7cmpadilla@gmail.com>

Fri 11/12/2021 4:56 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am a mother of 2 APS students.

I would like to say I am opposed to the updated social studies curriculum.

This is CRT updated.

America is a wonderful country, we may have flaws however we have always improved. teaching children to hate our beginning divides and breaks down our country.

My children will not be indoctrinated by activist teachers.

By forcing lgbtq+ identity on young minds cause mental health issues.

Speaking against the right to have guns is against the constitution.

Speaking against police adds to the crime problem.

Making children take a role of victim hurts their future and relationships making children think they oppressed others hurts their mental health.

Thank you,

Candice Padilla

505-450-5131

Sent from my iPhone

[EXTERNAL] Feedback - For Social Studies

BARBARA JORDAN <barbarawhitaker30@gmail.com>

Fri 11/12/2021 4:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am for the new social studies standards. I would like to begin by quoting Dr. Martin Luther King Jr., "Whites, it must be frankly be said, are not putting in similar mass effort to reeducate themselves out of their racial ignorance. It is an aspect of their sense of superiority that the white people of America believe they have so little to learn." This is from his "Where Do We Go From Here" speech written in 1967.

My son was six years old when he was told by one of his classmates for the entire class not to play with him because he is Black.

This is one step in the right direction for all of our children to be seen and feel included in their academic environment. The lives of our BIPOC and LGBTQIA+ communities are not political statements. Inclusion means everyone and this is step one in the right direction. Thank you.

--

V/r

Barbara A. Jordan

[EXTERNAL] Social studies curriculum

Katie Miller <ktmiller00@gmail.com>

Fri 11/12/2021 4:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To whom it may concern,

Please teach the truth. We need to know all of history - not just what looks or sounds better. We need the truth (which should include multiple perspectives of truth not alternative facts) to ensure we do not repeat the negative parts of our history. To limit our social studies curriculum to what feels good or doesn't make anyone uncomfortable, is to underestimate the abilities of our students to learn from it. I hope you encourage our students (the future) to learn and grow and make better choices for New Mexico and beyond.

Thank you,
Katherine Miller
Artesia, NM

Sent from my iPhone

[EXTERNAL] Proposed Changes to NM Soc Studies Standards & Benchmarks

Irene El-Genk <irene.elgenk@gmail.com>

Fri 11/12/2021 4:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

PUBLIC COMMENT RE PROPOSED CHANGES TO NM STATE SOCIAL STUDIES STANDARDS

As a retired APS Special Education teacher (MA in Sp. Ed) I want you to revisit the new Standards as the proposed changes are inappropriate for our children and grandchildren. Especially K-8 should not be learning about political and sexual topics from their teacher. The changes are based on the assumptions that America has always been corrupt (racist) and has to be reformed by destroying and rebuilding it as a socialist nation (defund the police, outlaw guns, etc). What the NM State government intends is to promote ideas that are based on hatred--not understanding. If this isn't Critical Race Theory (CRT), I don't know what is.

New Mexico schools rank 49th, up from 50th in June, 2021. How will spending a billion or so dollars on rewriting the Social Studies Standards & Benchmarks improve the basic skills (reading, writing, math and science)? It seems that a liberal agenda is at play here.

Although you had a large number of callers on the air today supporting the changes, there are many more New Mexicans who did not call to voice their negative opinion on the proposed standards. Virginia introduced CRT a few years ago and when the Virginians saw what it was bringing about, they went to the polls two weeks ago and threw the scoundrels out!

--

Irene El-Genk

[EXTERNAL] Social Studies public hearing

Gina Goetz <gina_goetz@yahoo.com>

Fri 11/12/2021 4:57 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Here are my written comments in regards to implementing new social studies standards and benchmarks in NM.

I strongly oppose this new curriculum. I truly believe teaching these standards will cause division between students of our multicultural state. New Mexico has so many rural areas comprised of many cultures. If students are divided by such, you will no longer have enough students to make athletic teams. Let me be specific as to where I grew up. I was taught to be an American, just as my immigrant-family friends from Mexico. We were great friends and teammates throughout our education. We are still friends today. However, if we had been taught that I am inherently privileged and they are inherently oppressed based solely on our skin tone and cultural background, we would've been pitted against each other and never looked beyond our skin color. Children do not see skin tone. When they ARE TAUGHT to see skin tone and make associations based on skin color, we are setting them for a divisive future.

I am 100% opposed to this curriculum being taught at any school in NM

Regards,
Gina Vanlandingham
Caballo

[EXTERNAL] New Curriculum

Jeanette Moss <mossaj2@yahoo.com>

Fri 11/12/2021 4:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To Whom it May Concern,

As I have been reading through the social studies curriculum, I have become concerned by some of the proposed curriculum.

I am concerned about the focus being more on modern day social studies in the younger grades and not enough on history. In the second grade the curriculum states, "Describe ways we are similar and different from people who share identities and people who do not." My question is what identities are being taught to these 2nd graders? I have four children ranging in age from 5-16. I have witnessed the emotional, mental, and physical pain of the students who belong to the LGBTQ+ community. The LGBTQ+ community has 3 times the number of mental health issues. I am concerned that the students will be introduced to the LGBTQ+ ideology at a young age and that the Mental Health Crisis that I am seeing in the Junior High and High School will move down to the elementary schools with this curriculum. (I very strongly believe that everyone should be treated with kindness.) Has the impact on the student's mental health been looked into? If we are just going to celebrate people's different cultures then I am good with that, but are Christian cultures going to be included?

I'm concerned about the focus on people's different cultures and beliefs. My older kids have had a negative experience with their teachers teaching about different cultures and beliefs. Most of their teachers are not religious, which is fine. The problem is that the teachers do not hesitate to teach and show their disdain for religion in general. This is not appropriate; all cultures and religions should be treated with respect. If the negative is brought up about a religion, the positive aspects should be discussed as well. I want the students to be critical thinkers and that means discussing all sides of an issue. Also, the focus on people's differences is not going to bring people together, but further drive them apart. We should be focused on what we have in common, that is how people make friends, through common interests.

I would also ask that the emphasis on current events be lessened not increased in the classroom, especially in the younger grades. We live in a time where feelings are high in regards to politics. Both of my older daughters have had bad experiences with history teachers. We have had teachers try to push their views on politics both subtly and very forcefully. They have used peer pressure and intimidation to try to force my child to change her views and opinions. They have had the students publicly acknowledge their very personal political views in a classroom and even physically divided them up when discussing different points. This is not helpful, but harmful for the students, my daughter said she had students who have very strong opinions stand in the undecided group because they did not want to be singled out for their views. I would ask that we return to a greater study of history both to learn from it and to try to bring students together instead of causing more division in our country.

This quote from the curriculum stood out to me: "Describe how inequity in the United States laid the foundation for conflict that continues today." This quote looks problematic, I'm concerned as to how this is going to be taught. I'm concerned that kids of certain ethnicities will

be taught that they are victims and other ethnicities that they are a problem because of their skin color is wrong. We lived in the outskirts of Houston, Texas for 10 years. I have never lived in a more wonderfully diverse place. And I learned over and over again that you cannot judge a person by their skin color, that people should be judged by their actions. We live in a wonderful country where many immigrants and Americans have found great success. Let us not lose the good things this country has to offer. I am well aware of the negative and I don't want it to be whitewashed, but I think an over emphasis on the negative things is going to harm our state.

Thank you for your time,

Jeanette Moss

[EXTERNAL] SS standards

kim lewis <klewisdas@yahoo.com>

Fri 11/12/2021 4:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>**Cc:** socialstudiescomment@bulldogs.org <socialstudiescomment@bulldogs.org>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the policy division of NMPED:

My name is Kimberly Green and I am a mother of 8th, 6th, and 3rd graders. I'd like to take a moment to voice my concerns about the proposed social studies standard changes. I am very concerned that these new standards are a thinly veiled attempt to indoctrinate our children in critical race theory.

CRT is a slippery slope that leads to further racial divides. Racism is defined by merriam-Webster as a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. CRT is, by definition, racist.

CRT teaches that an individual's race, not their character, is what makes them who they are. This flies in the face of everything Martin Luther King and the whole civil rights movement worked so hard to achieve. MLK's dream of a colorblind world where all races live and work hand and hand is slowly fading into the unknown. The American melting pot is no more. This breaks my heart.

These are a few of the standards I disagree with. 8.12, 8.19, 3.27, 3.28, 6.15, 6.16, 6.20, 6.22, 3.27, 3.28.

There are many more but this is a brief example of my concerns.

Instead of building up a generation of strong, hard working and determined individuals who believe in the American Dream we are pushing people of color into a pit of despair and self pity.

I urge you to reconsider the standards that have been drafted.

Kimberly Green

Klewisdas@yahoo.com

Sent from my iPhone

[EXTERNAL] Please oppose the passage of the new SS Standards

Doris Buckman <dorisbuckman@aol.com>

Fri 11/12/2021 4:58 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

I am writing again because I am uncertain whether my previous emails have gotten through to the PED. I believe this has been rushed through without considering parental input. It is too political for our school systems. I am concerned this is biased and tries to usurp the parents' rights to educate their own children on LGBTQ issues.

Sent from my iPhone

[EXTERNAL] New social studies standards

Amy Coulson <bellcoulson@gmail.com>

Fri 11/12/2021 4:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Hello,

I am emailing because I am shocked that on standards you wll teach will discuss "global identity" and then go further to teach kids to not think certain lifestyles are wrong. There is so much rich history, and I am worried that adding these "far reaching" standards to seem more, not sure what, is going to take away from the history kids need to know. Also, it scares me to think what type of curriculum will be used to teach these new standards. Second grade shouldn't be discussing identity like what I fear will come from the wording of that theme and standards. Again, I am just not in favor of these new changes. Again, New Mexico has such amazing history and to add these new standards that seem to take away from history that pertains to the majority. Plus, it seems that it could be teaching ideologies.

Thank you,

Amy Coulson

[EXTERNAL] Social Studies Standards

Judy Messal <judithmessal@comcast.net>

Fri 11/12/2021 4:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the New Mexico Department of Education. In the early 20th century, I have read, robust social studies curricula were developed in the U. S. to nurture the civic engagement of children of the immigrants entering the country. The educators realized that the children would share their knowledge of history and government with their parents.

Now we have the opportunity to restore a robust social science curriculum to our schools. To know how our governments at all levels operate is critical for people who elect their officials. To know geography and world history helps us comprehend our global neighbors better. To understand societal structures helps us develop our sense of community—from the local to the national level. To tell our own history completely—honoring the stories and perspectives of all our peoples, from Indigenous groups to the most recent immigrants—enriches us. Without such a curriculum we are called upon to be citizens without the proper background.

Judy Messal
11016 Calandrias nw
Albuquerque

Sent from my iPhone

Public Comment in Support of Proposed Social Studies Standards

NMTOY, Alisa, PED <Alisa.NMTOY@state.nm.us>

Fri 11/12/2021 4:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

Hello!

My name is Alisa Cooper de Uribe, and I would like to elaborate further on my support of the proposed Social Studies Standards. I am the parent of a fourth grade student, I am a first grade teacher at New Mexico International School, a dual language K-8 school in Albuquerque, New Mexico, and am the 2021 NM Teacher of the Year. Thank you for the opportunity for New Mexicans to share their variety of perspectives in this public forum.

I write today in support of the proposed updated Social Studies Standards. As a first grade teacher at an International Baccalaureate Primary Years Programme who has been incorporating the current standards into my six transdisciplinary units of inquiry, I find that proposed changes lend themselves much better to my and my students' explorations of the categories that fall under the umbrella of Social Studies. I admire the depth and breadth of knowledge and expertise of the educators who dedicated time and effort to drafting these standards.

I especially appreciate the inclusion of Inquiry and Ethnic, Cultural, and Identity anchor standards. This will provide important latitude in designing learning experiences with my students that allow them to see that their own backgrounds and current contexts are both relevant to them and a part of our living state and country. Importantly, the proposed Inquiry standards embed critical thinking skill-development and the capacity to determine what is objective by gathering and evaluating sources, including those of the adults in their lives, including me as a teacher. Our students can use these skills throughout their lifetimes as our local, national, and global contexts evolve in history, economics, civics, and geography.

What I strive to offer my students are mirrors, windows, and doors. By that, I mean that I work to promote the inclusion of my own students' stories, so that they can see themselves in the history of our state and country. Those mirrors are so important for students to internalize their inherent worth. By windows, I think about the importance of presenting students with information that goes beyond their realm of direct experience, and by doors, I refer to the opportunities for action that students can feel empowered to make, from reaching out to elected officials to establishing a program to address a need they see. These standards allow for any classroom with social studies to have those mirrors, windows, and doors, and they provide space for students to see even more reasons to feel joyful in their identities, and ways to identify past and present errors that they have the agency to change.

While individual teaching practice may lead to victimization or oppression, the suppression of the diversity of stories can also victimize and oppress. With adequate professional development and access to materials, our educators can use these thoughtful standards to serve their intended purpose of uplifting more identities and voices than before. Professional development and curricular support is certainly key. I know it will take *me* time to incorporate these standards into my unit, but I know it will broaden the visibility that my students will have in their day-to-day experience.

I am also the mother of a 10-year-old. My fourth grader is a dual citizen of Mexico and the United States. She speaks two languages and is learning a third. She loves our country, is proud to be a New Mexican, and also sees that there are issues that need to be fixed within our democracy. Just one example is how

she is often misgendered in public spaces, and how binary stereotypes come up against her own identity. Learning about people, both past and present, who have lived similar experiences and worked to earn acceptance, respect, and rights, not only undergirds her understanding of civics and government, but also undergirds her own sense of validity within our society. Additionally, with family from Mexico who have done seasonal work in the US and some who still work in the agricultural circles of our economy, it has been meaningful to her to see that in addition to the Civil Rights work of Dr. Martin Luther King, Jr., there are figures related to her own family's civil rights that have done and continue to do the work of ensuring civil rights are upheld.

Again, I support these proposed standards and the opportunities it will open for me to improve my own practice as an educator, and as a parent of a bilingual student who feels both affirmed and validated by seeing elements of herself and her cultural histories in the school setting.

Alisa Cooper de Uribe (she/her/ella)

2021 New Mexico Teacher of the Year

Alisa.NMTOY@state.nm.us

[EXTERNAL] Disagree with Social Study updates

Estefani Hammond <estefani.hammond@yahoo.com>

Fri 11/12/2021 4:59 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Greetings,

I am writing to express my disagreeing views with the current Social Study proposals. I was able to view the Artesia Public school rule changes and I am more agreeable with the Artesia Public School rule changes.

As I scanned through the proposed Social Study standards, it has a feel of being politically motivated instead of an educational improvement. It is a shame that the Party in charge of New Mexico would move to indoctrinate our children.

I request that you would allow time for a joint effort to improve the proposed standards and remove the political bias.

Thank you,

Estefani Hammond

[EXTERNAL] Opposition to CRT and CRT type curriculum in NM schools

Paul L Lopez <paul@1220media.com>

Fri 11/12/2021 5:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

Dear Mr. Sena and New Mexico Public Education Board,

We are writing to you today as very concerned parents. It is our understanding that Governor Michelle Lujan Grisham and the New Mexico Public Education Department (PED) are pushing liberal doctrine as well as Critical Race Theory (CRT) in an attempt to change standards for for K-12 Social Studies.

Social Studies Standards should focus on teaching students why the U.S. and state constitutions are the pillars of our republic and how/why these documents are fundamental to fulfilling the American ideal that all people are created equal; how our governmental structures work and why governmental authority is dispersed among three separate, but co-equal branches; and how our free-enterprise system has resulted in a standard of living that is the envy of people across the globe and which provides a beacon of economic opportunity for all.

The proposed K-12 Social Studies Curriculum Standards degrade and slander the greatest country on earth. Our countries history in not perfect in terms of economic and human rights, as no country is, but that does not mean we should embrace a highly distorted or biased view that the United States of America is dominated by white supremacists and racists. Rather than encouraging division and victimhood among our diverse populations, Social Studies curriculum should encourage students to realize we are all Americans and we all have opportunities for economic advancement based on the principles of family, education and work. Currently twenty-six states have either adopted or are considering various policies/legislation that would restrict the teaching of CRT or limit how teachers can discuss racism and sexism. Student indoctrination should not be a function of government and politics does not belong in the classroom. A return to basic core fundamentals such as Math, Science, Reading and Writing should be the focus of our schools in particular considering the significant reduction of test scores prior to the pandemic now fueled by significant lost classroom time due to the pandemic.

There are many points that are very concerning in the proposed Social Studies Standards. Encourage young children to "take action" to address problems as this may lead to exploitation. The proposed standards also pushes further division by pointing out differences between individuals rather than similarities. The proposed standards sway from the teaching that America was founded on religious and economic liberties, but instead indicate that slavery was a dominating factor. There should also be a balanced discussion of the U.S. economic system, not some idealistic (socialism) economic system.

Also, high school students should not be taught how gender and sexuality norms changed over various historical periods or how this perspective is essential to understanding of US. History during those time periods. If an individual student has interest in LBGTQIA+ history, they can conduct independent research into those subjects rather than molding students toward acceptance of a personal or social agenda. In addition, the proposed standard that requires the examination of past, present, and future gun violence in the U.S. should include the Constitutional rights afforded citizens to bear arms and should include discussion as to how the proliferation of gangs, drug cartels, terrorist organizations and other criminal enterprises have resulted in more gun violence within our society. Violence is perpetuated by individuals , not inanimate objects.

Thank you,
Paul and Michele Lopez

"Pursue and do what is meaningful. Not what is expedient."

[EXTERNAL] Feedback on ads standards

chandamay90@yahoo.com <chandamay90@yahoo.com>

Fri 11/12/2021 5:00 PM

To: FeedBack, Rule, PED <Rule.FeedBack@state.nm.us>

CAUTION: This email originated outside of our organization. Exercise caution prior to clicking on links or opening attachments.

To the policy division of NMPED

My name is Chanda Escamilla as a parent of two elementary students I am deeply concerned about the New Mexico social studies standard proposals. They change history and step in teaching students/our children things that will promote hate and that is filled with lies.

The new standards as they are proposed raise alarming concerns for me as a parent.

K5.31 and 6.22-

Explain how groups of people are treated today and in the past is a part of what makes them who they are.

Explain how the treatment of people past and present shape group identities and cultures.

- The past is something to learn from not some thing to dwell on or dredge back up hatred and segregation for the child's self or others.

3.27 -

Express a positive view of personal identities without making someone else feel badly.

- Personal identity should not be taught in school we should be sticking to the basics. This is just an avenue to push having different genders that goes against our religious views.

The proposed social studies standards create division hate and further problems that should be considered somewhat resolved the schools have not no right to teach children things about identity guns and hate amongst races these topics are too mature for most of the ages the standards are proposed to and can cause damage to the high school students who are very impressionable.

Sent from my iPhone



Subscribe/Bari Weiss

I Refuse to Stand By While My Students Are Indoctrinated

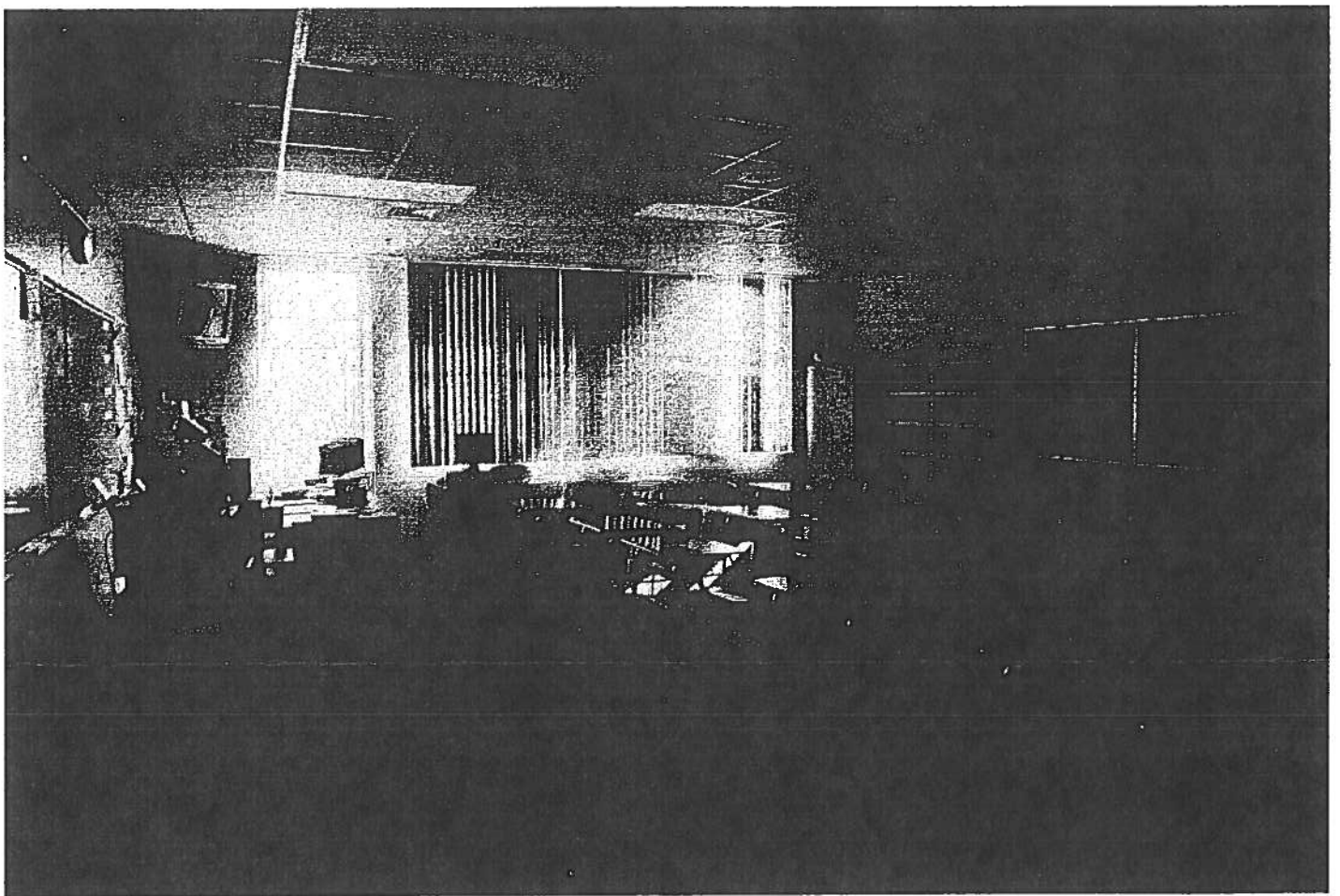
Children are afraid to challenge the repressive ideology that rules our school. That's why I am.



Paul Rossi

Apr 13 537 199

4/13/2021



(PhotoAlto/Frederic Cirou)

I am a teacher at Grace Church High School in Manhattan. Ten years ago, I changed careers when I discovered how rewarding it is to help young people explore the truth and beauty of mathematics. I love my work.

As a teacher, my first obligation is to my students. But right now, my school is asking me to embrace “antiracism” training and pedagogy that I believe is deeply harmful to them and to any person who seeks to nurture the virtues of curiosity, empathy and understanding.

“Antiracist” training sounds righteous, but it is the opposite of truth in advertising. It requires teachers like myself to treat students differently on the basis of race. Furthermore, in order to maintain a united front for our students, teachers at Grace are directed to confine our doubts about this pedagogical framework to conversations with an in-house “Office of Community Engagement” for whom every significant objection leads to a foregone conclusion. Any doubting students are likewise “challenged” to reframe their views to conform to this orthodoxy.

I know that by attaching my name to this I’m risking not only my current job but my career as an educator, since most schools, both public and private, are now captive to this backward ideology. But witnessing the harmful impact it has on children, I can’t stay silent.

My school, like so many others, induces students via shame and sophistry to identify primarily with their race before their individual identities are fully formed. Students are pressured to conform their opinions to those broadly associated with their race and gender and to minimize or dismiss individual experiences that don’t match those assumptions. The morally compromised status of “oppressor” is assigned to one group of students based on their immutable characteristics. In the meantime, dependency, resentment and moral superiority are cultivated in students considered “oppressed.”

All of this is done in the name of “equity,” but it is the opposite of fair. In reality, all of this reinforces the worst impulses we have as human beings: our tendency toward tribalism and sectarianism that a truly liberal education is meant to transcend.

Recently, I raised questions about this ideology at a mandatory, whites-only student and faculty Zoom meeting. (Such racially segregated sessions are now commonplace at my school.) It was a bait-and-switch “self-care” seminar that labelled “objectivity,” “individualism,” “fear of open conflict,” and even “a right to comfort” as characteristics of white supremacy. I doubted that these human attributes — many of them virtues reframed as vices — should be racialized in this way. In the Zoom chat, I also questioned whether one must define oneself in

terms of a racial identity at all. My goal was to model for students that they should feel safe to question ideological assertions if they felt moved to do so.

It seemed like my questions broke the ice. Students and even a few teachers offered a broad range of questions and observations. Many students said it was a more productive and substantive discussion than they expected.

However, when my questions were shared outside this forum, violating the school norm of confidentiality, I was informed by the head of the high school that my philosophical challenges had caused “harm” to students, given that these topics were “life and death matters, about people’s flesh and blood and bone.” I was reprimanded for “acting like an independent agent of a set of principles or ideas or beliefs.” And I was told that by doing so, I failed to serve the “greater good and the higher truth.”

He further informed me that I had created “dissonance for vulnerable and unformed thinkers” and “neurological disturbance in students’ beings and systems.” The school’s director of studies added that my remarks could even constitute harassment.

A few days later, the head of school ordered all high school advisors to read a public reprimand of my conduct out loud to every student in the school. It was a surreal experience, walking the halls alone and hearing the words emitting from each classroom: “Events from last week compel us to underscore some aspects of our mission and share some thoughts about our community,” the statement began. “At independent schools, with their history of predominantly white populations, racism colludes with other forms of bias (sexism, classism, ableism and so much more) to undermine our stated ideals, and we must work hard to undo this history.”

Students from low-income families experience culture shock at our school. Racist incidents happen. And bias can influence relationships. All true. But addressing such problems with a call to “undo history” lacks any kind of limiting principle and pairs any allegation of bigotry with a priori guilt. My own contract for next year requires me to “participate in restorative practices designed by the Office of Community Engagement” in order to “heal my relationship with the students of color and other students in my classes.” The details of these practices remain unspecified until I agree to sign.

I asked my uncomfortable questions in the “self-care” meeting because I felt a duty to my students. I wanted to be a voice for the many students of different backgrounds who have approached me over the course of the past several years to express their frustration with indoctrination at our school, but are afraid to speak up.

They report that, in their classes and other discussions, they must never challenge any of the premises of our “antiracist” teachings, which are deeply informed by Critical Race Theory. These concerns are confirmed for me when I attend grade-level and all-school meetings about race or gender issues. There, I witness student after student sticking to a narrow script of acceptable responses. Teachers praise insights when they articulate the existing framework or expand it to apply to novel domains. Meantime, it is common for teachers to exhort students who remain silent that “we really need to hear from you.”

But what does speaking up mean in a context in which white students are asked to interrogate their “white saviorism,” but also “not make their antiracist practice about them”? We are compelling them to tiptoe through a minefield of double-binds. According to the school’s own standard for discursive violence, this constitutes abuse.

Every student at the school must also sign a “Student Life Agreement,” which requires them to aver that “the world as we understand it can be hard and extremely biased,” that they commit to “recognize and acknowledge their biases when we come to school, and interrupt those biases,” and accept that they will be “held accountable should they fall short of the agreement.” A recent faculty email chain received enthusiastic support for recommending that we “officially’ flag students” who appear “resistant” to the “culture we are trying to establish.”

When I questioned what form this resistance takes, examples presented by a colleague included “persisting with a colorblind ideology,” “suggesting that we treat everyone with respect,” “a belief in meritocracy,” and “just silence.” In a special assembly in February 2019, our head of school said that the impact of words and images perceived as racist — regardless of intent — is akin to “using a gun or a knife to kill or injure someone.”

Imagine being a young person in this environment. Would you risk voicing your doubts, especially if you had never heard a single teacher question it?

Last fall, juniors and seniors in my Art of Persuasion class expressed dismay with the “Grace bubble” and sought to engage with a wider range of political viewpoints. Since the BLM protests often came up in our discussions, I thought of assigning Glenn Loury, a Brown

University professor and public intellectual whose writings express a nuanced, center-right position on racial issues in America. Unfortunately, my administration put the kibosh on my proposal.

The head of school responded to me that “people like Loury’s lived experience—and therefore his derived social philosophy” made him an exception to the rule that black thinkers acknowledge structural racism as the paramount impediment in society. He added that “the moment we are in institutionally and culturally, does not lend itself to dispassionate discussion and debate,” and discussing Loury’s ideas would “only confuse and/or enflame students, both those in the class and others that hear about it outside of the class.” He preferred I assign “mainstream white conservatives,” effectively denying black students the opportunity to hear from a black professor who holds views that diverge from the orthodoxy pushed on them.

I find it self-evidently racist to filter the dissemination of an idea based on the race of the person who espouses it. I find the claim that exposing 11th and 12th graders to diverse views on an important societal issue will only “confuse” them to be characteristic of a fundamentalist religion, not an educational philosophy.

My administration says that these constraints on discourse are necessary to shield students from harm. But it is clear to me that these constraints serve primarily to shield their ideology from harm — at the cost of students’ psychological and intellectual development.

It was out of concern for my students that I spoke out in the “self-care” meeting, and it is out of that same concern that I write today. I am concerned for students who crave a broader range of viewpoints in class. I am concerned for students trained in “race explicit” seminars to accept some opinions as gospel, while discarding as immoral disconfirming evidence. I am concerned for the dozens of students during my time at Grace who shared with me that they have been reproached by teachers for expressing views that are not aligned with the new ideology.

One current student paid me a visit a few weeks ago. He tapped faintly on my office door, anxiously looking both ways before entering. He said he had come to offer me words of support for speaking up at the meeting.

I thanked him for his comments, but asked him why he seemed so nervous. He told me he was worried that a particular teacher might notice this visit and “it would mean that I would get in trouble.” He reported to me that this teacher once gave him a lengthy “talking to” for voicing a

conservative opinion in class. He then remembered with a sigh of relief that this teacher was absent that day. I looked him in the eyes. I told him he was a brave young man for coming to see me, and that he should be proud of that.

Then I sent him on his way. And I resolved to write this piece.

I am extremely proud to publish this piece by Paul Rossi. If you are a teacher who finds yourself in a similar situation; if you want to speak out but are afraid to risk your job; if you believe that political indoctrination has no place in schools, Paul would love to hear from you.

Write to him at: teachingfortruth@gmail.com

Tonight I'm hosting a Clubhouse room with Paul to talk about why he decided to write this piece and the broader problem of this ideology.

[Please join us at 6 PM PST here.](#)

If you think essays like this are important, please subscribe and spread the word:

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♥ 537 💬 199 📄

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Write a comment...

October 24, 2021

Dear Mr. Sena,

I write to you to ask you to embrace the ~~PEW's~~ proposed history and social studies guidelines. History was my first love and I remember being not only stunned, but highly critical of the textbook used the first time I took a college level American history survey course.

The real history of the United States in general and New Mexico in particular should not come as a surprise to even gifted students when they start college. I have no idea whether you are a career civil servant or a political appointee*. Either way, I am sure it has not escaped your notice that the fate of American democracy will be decided in the next few years.

The United States was founded as a monocultural republic (like most republics prior to World War II, including Mexico). There were two preconditions for it to become a
*I am a career civil servant myself (see the enclosed card)

Democracy. First of all, at least a majority of the population had to hold objective truth as a primary value.

Second, and more importantly, no democracy has ever existed anywhere without a commitment to pluralism, which is the opposite of a monocultural ethnostate. The rejection of pluralism leads inevitably to fascism. Therefore, our history and social studies curricula must be informed by critical race theory. The loudest voices in society today demand the exclusion of critical race theory from public education. That by itself is enough to persuade me that it must rather be included.

Sincerely,
Jason Ballenthorn



JASON W. GALBRAITH
ASSISTANT DISTRICT ATTORNEY

845 N. MOTEL BLVD.
SECOND FLOOR, SUITE D
LAS CRUCES, NM 88007

OFFICE: (575) 524-6370
CELL: (575) 636-9730
JGALBRAITH@DA.STATE.NM.US
WWW.DONAACOUNTYDA.COM

GERALD M. BYERS
THIRD JUDICIAL
DISTRICT ATTORNEY

October 28, 2021

John Sena

New Mexico Public Education Division, Policy Division

300 Don Gaspar Ave Rm 121

Santa Fe, New Mexico 87501

I have reviewed the proposed guidelines and believe they provide a useful framework for developing history and social studies curricula that is honest, fact-based, respectful of multicultural diversity, and willing to address all chapters in American history and in current society.

I support providing the children of New Mexico an honest, robust, fact/evidence based curriculum in history and social studies that honestly reflects the experiences and contributions of the diverse peoples who have made our state and nation what it is today.

Please consider my opinion supporting these proposed standards.

Sincerely,

A handwritten signature in cursive script that reads "Shirley A. Davis".

Shirley A. Davis
3045 Buena Vida Circle, #112
Las Cruces, NM 88011

Public comment in support of the:

Newly drafted K-12 Social Studies Standards 2021

To whom this concerns,

Passing up-to-date, comprehensive and equity-based social studies curricular standards will improve social studies education for all New Mexico students while encouraging critical thinking and exploration of important history and systems in New Mexico, the United States, and the world. The state of New Mexico has demonstrated courage in developing standards in a controversial academic arena that will ultimately encourage civil engagement in a polarized society. The new standards incorporate concepts centering on social justice, tribal sovereignty and sustainable futures that will help protect our children, neighbors and future.

Sincerely,

A handwritten signature in black ink, appearing to read 'Giselle Piburn', with a large, stylized flourish extending to the left.

11/7/21

Giselle Piburn

Santa Fe, NM

October 10, 2021

Dear Mr. Sena: In response to the open comment period concerning the use of "Critical Race Theory" in the NM school curriculum:

Critical Race Theory is largely based on the assumption that the most important thing about you is your race; not your values and morals, not your character and integrity, but only the color of your skin. This idea is presented in a narrative published by the New York Times called the 1619 Project. It further claims that the "privileged" race seeks to exploit the "minority" race, that whites are oppressors and blacks are victims, and that American capitalism exists through oppression. It rejects any notion of Equality Theory, legal reasoning or Constitutional Law. It ignores the documented historical record or the simple fact that America is the freest nation in the world. It looks for racism "critically" and it always finds it. The purpose is to "reframe American History", the method is to replace historical truth with biased opinions, tainted racial ideology, and often, outright lies.¹ In essence, Critical Race Theory is propaganda used to promote racism and to institutionalize it in the Public Educational System.

According to critical race theorists, the central event and driving motivation of America's founders was for the importation and servitude of Africans. Their story begins in 1619, with "a ship, bound for Virginia, carrying twenty enslaved Africans...to be sold to the colonists...the beginning of American slavery". This opening statement is fraught with inaccuracies and outright lies, as is the entire narrative. According to official documents and period publications, the first enslaved Africans were brought to America in 1526 on ships from Spain.² The vessel referenced to in 1619 carried indentured, not enslaved, Africans, some of whom became free land owners when their work contract expired.³ Before colonial settlement, approximately 30% of Native Americans were enslaved by other Native tribes.⁴ In 1655, the first court ruling legalizing slavery came in a case whereby a black man sought, and was granted, ownership of another black man.⁵ The first region in the entire world to outlaw slavery was New England, and by 1804 all northern states had antislavery laws.⁶ America was the first nation in the world to ban the international slave trade and in 1819, enforced it with a squadron of naval vessels stationed off the West African coast to stop the exportation of slaves.⁷ The naval blockade continued until the onset of the Civil War, which was fought to end slavery permanently. Of the 12.7 million slaves taken out of Africa, 43% were enslaved to Portugal and Brazil, 26% to Great Britain, 15% to Spain, 11% to France, and 2.5 % to America. There is not a single nation in the world that, at one time or another, did not engage in slavery. Of the 193 present day countries, 94 of them still practice slavery or have no laws banning it. There are 40 million slaves in the world today and historically, there has been more white slaves than black.⁸

¹ Body and Text of the 1619 Project New York Times

² The Washington Post 09/07/2017

³ Records of historical Jamestown National Park Service 2020

⁴ Indian Slavery in Colonial Times Columbia University 1913

⁵ Johnson v Parker Northampton Virginia Court Record 1655

⁶ Archive Of Historical Records Wallbuilders.com

⁷ The Congressional Record Judd Harmon thesis College of William and Mary 1977

⁸ Archive Of Historical Records Wallbuilders.com

Clearly, slavery is not conditional to race, but it does testify to the evil within the human heart. The overreaching objective of our founding fathers was to honor the Biblical mandate to love and respect each other, and to heed the warning that a "house divided will not stand". This concept is enshrined in the defining document of American history, the Declaration of Independence, stating that "all men are created equal, that they are endowed by their creator with certain unalienable rights, among these are life, liberty, and the pursuit of happiness". These truths are the foundation behind almost everything that Americans believe in and strive for.

We must not allow one sided ideology filled with false information and racial stereotypes to be forced into the minds of our children. It is poisonous and destructive and we have seen it before. Communism and Nazism were also founded on racial intolerance- Hitler claiming Aryan superiority and Lenin a class divided by oppression. The progression of such propaganda is certain- indoctrination is used to create social division which drives the impetus for retribution and weaponizes one faction against another, leading to open lawlessness, then brutal chaos. The new order created by these social experiments resulted in iron-fisted tyrannical rule, a body count of untold millions, and individual freedoms lost forever.

There is a better way and that is by teaching truth. The truth that America did practice slavery, but that it was bitterly contested and eventually crushed. That we have an indelible Declaration declaring equality and freedom for all Americans, with an intact and enforceable Constitution, the overriding law of the land, guaranteeing these rights for all of us. Ask yourself, why do they attack us and not those nations that still condone slavery? Every deceptive strategy in the past has used lies to weaken and overcome the people it wished to control. Our strength and our survival depend on an unbreakable commitment to the truths that built our nation. To let that go is to commit ourselves to the fate of those in the past who let their freedoms slide, inch by inch, into the depths of tyranny.

Mr. Sena- please, carefully consider the impact this curriculum will have on our nation.

Respectfully,

Mr. Stephen Hackett

Placitas NM

October 12, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, NM 87501

Dear Mr. Sena:

I am writing to comment on the proposed New Mexico Social Studies Standards for 2021. Lest you think I'm some right-wing nut case, I voice my opinions in the following context:

- I am not an educator, but I am a fairly well-educated individual (master's degree), who understands critical thinking and classically liberal ideas.
- I was educated in an era that valued the ideals of Dr. Martin Luther King (ie, the content of a person's character is more important than the color of his or her skin) and the concept of a meritocracy.
- I am the grandmother of two biracial children, and I don't want to see those children harmed by identity politics.
- Rather than take the word of any political group regarding the content of the social studies standards, I actually read all 122 pages of the draft document. I also looked at some of the resources used to develop the standards such as the Social Justice Standards from the Southern Poverty Law Center.

I frankly am appalled by what I read in the draft document, starting with the guiding principles on page 9. These principles reflect Critical Race Theory, which was originally described by Richard Delgado and Jean Stefancic in a book of the same name.

In my opinion, CRT is a dangerous, divisive theory that only looks at human interaction through the "lens" of oppressor and victim. CRT promotes a negative view of American society as inherently racist and evil and ranks people according to a hierarchy of victimhood. In addition, CRT encourages social activism to advance a specific social agenda. Although you might argue that the state does not directly advocate the teaching of CRT, these toxic ideas permeate the standards, and they ultimately harm children.

I could point to several standards that mirror CRT philosophy, but possibly the most egregious example appears in the high school U.S. history section, pages 110-112. The period 1968-2008 is called "Rise of Conservatism" and 2008-present is termed "U.S. in a Global Age." The majority of the performance standards in these sections focus on progressive domestic issues (eg, gun violence, anti-immigrant sentiment, police brutality, etc). Didn't a rather significant event occur on September 11, 2001? Why is there no mention of the 9/11 attacks and the War on Terror?

I have no problem with critically examining U.S. history based on a factual analysis or honoring New Mexico's diverse social fabric. However, I want students to celebrate the uniqueness of

the American system and the progress our country has made toward equality and justice for its citizens. A school's job is not to turn students into social justice warriors but rather to develop responsible, productive citizens. Therefore, I oppose the New Mexico Social Studies Standards for 2021 as written.

Sincerely,

A handwritten signature in black ink that reads "Katherine Ott". The signature is written in a cursive style with a large, stylized 'K' and 'O'.

Katherine Ott
7512 El Morro Rd NE
Albuquerque, NM 87109
katherine.ott@comcast.net

P.S. You might want to proofread the draft document more carefully. Ronald Reagan's name is misspelled on page 110, and the third bullet on page 9 probably was meant to be two bullets, in that it makes no sense as written.

I am a senior citizen and to me our children of the future have a very tough road ahead of them and I worry about them. Racism has gone too far and should never be gone this far but what can we senior citizens say or do as we are nobody.

I strongly feel our youth today

needs Social Studies and know how our USA is run and should be run. How long has a Social Studies class or book been brought to our attention or needs. You fear racism may become more, well look and guess what the people are as they have never paid attention to Social Studies. Yes Social Studies by all means

needs to be
brought back
in to our schools
Thank you
God Bless This
Country USA.

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Judicial Watch of New Mexico

Bernalillo County - Santa Fe County - Torrance County - Sandoval County - Valencia County
P.O. Box 1452, Tijeras, New Mexico 87059

Office of the President
505-550-1700

10-4-2021

NMPED
300 Don Gaspar Ave
Santa Fe, NM 8701

Opposition to the Woke Critical Race Theory in NM Social Studies

To PED's Social Studies Curriculum Committee, Agent or Assigns:

We are for a strong social studies program grounded in truth. However, New Mexicans have had enough of NMPED forcing their Religion of Equality down the throats of our children!

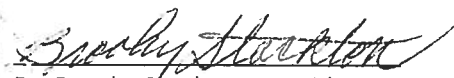
The members of Judicial Watch of New Mexico (private) are strongly opposed to the introduction of woke Critical Race Theory in public education for the following reasons:

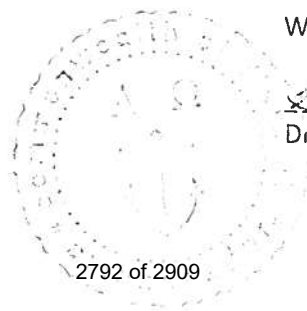
1. For New Mexicans are not fundamentally racists. Born, raised, and educated in New Mexico, racism is simply not a problem, but immoral-antichrist-socialism in education is!
2. For CRT is fundamentally a left-wing, Talmudic-Marxist strategy to further divide and splinter Americans.
3. For CRT is at its core racist because it fuels hatred for Anglo-Saxon Americans.
4. For CRT is nothing more than pseudo-controversy to empower affirmative-action to suppress the God-given rights of young white-Americans.
5. This country was founded on the Puritan Ethic and not the impossible-utopian ideal of equality.
6. Public education should be about the three R's and true American history, and not about conforming children to religious, left-wing cultural propaganda, fake history, and secular religious-ideals.

Maybe, NMPED would do better to consider reintroducing the Puritan-gospel with its love and respect for all men back in the classroom. It was William Wilberforce, the white evangelical-British-politician, and John Newton, author of "Amazing Grace," that abolished the black-slave trade in England. A movement that Americans welcomed wholeheartedly.

For this reason and others, stop this cultural-formation nonsense!

Without Prejudice,


Dr. Brooky Stockton, President



To Whom it may concern;

These are my thoughts on CRT (critical race theory).

Critical race theory is Wrong.

When you are all only looking at everything by the color of your skin, That is a racist thing. (Very Racist).

The U.S. census Form is a very racist document.

Race or Ancestral Background is really no business of anyone but me.

You should only be interested in:

- | | |
|------------------------------------|-----------|
| 1-are you a U.S. citizen | yes or no |
| 2-do you have a Visa or Green card | yes or no |
| 3-are you illegally here | yes or no |

This is all that should matter to the citizens of the United States, not the color of the my skin or where my ancestors are from. My identity or Ancestral background or (anyone else's) Does Not need to be recorded by any government, society or any organization at all.

Ethnicity and race are interesting and fun to see when you are searching your genealogy.

When the census workers call and want me to identify myself by white, black, Hispanic, Asian, ect.;; (Because I list our family as Americans), I ask them what year they want me to identify where my ancestors come from. Because I can get ancestors from every country.

So in short I come from ALL races, ethnicities & all countries.

CRT is hateful, racist and just plain wrong.

We need to be a people of acceptance.

It doesn't matter what the color of your skin is or where your ancestors are from.

All that matters is, that you are a person. A citizen of the United States of America.

Thank you very much for your time

Barbara Nicholes

November 7, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Carla Armijo and I'm a constituent from Santa Fe.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

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2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are

open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

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5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

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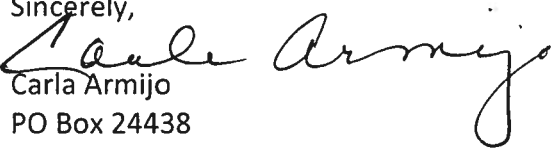
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Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

I intend to attend a protest on these proposed standards in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and attention to this very important matter.

Sincerely,


Carla Armijo
PO Box 24438
Santa Fe, NM 87502

CC: Santa Fe Public Schools
Chairman, Santa Fe School Board
610 Alta Vista Street, Santa Fe, NM. 87505

November 8,
2021

Attention: Mr. John Sena and the
N.M. Public Education Department,

I am writing this letter in protest
of the N.M. Department of Public
Education proposing the Critical
Race Theory, CRT, curriculum to
be taught in all N.M. Public Schools.

The material discussed in the
CRT has no place in the early
education of our K-12 grade
students here in New Mexico.

Our students have the right to
be taught about our American
history through the fundamental
ideas on which our Constitutional
Republic is based. The Declaration
of Independence and the Bill of
Rights should never be presented
at the public school level thru the
lens of racism.

Our children deserve to be taught the true historical history of the country they are living in. They should be encouraged in their educational environment to become a successful, productive young person with respect for and courtesy of others. They should seek knowledge of and understanding for rules and laws to live by, and a goal of becoming a mature and contributing individual as an adult.

Our children should not be taught the most important thing about themselves is their race.

One final comment for your attention follows on the next page.

Our Children belong to THEIR PARENTS, not the public schools. CRT undermines family values and for many students Church values which parents are teaching in their homes.

The New Mexico Public Schools should be educating our children in academics. Let the Parents raise their children in nurturing skills.

Respectfully,
Wendy Saiz
A parent and New Mexico Public
School teacher for 30 years.



Barbara Atencio <nanatencio@gmail.com>

Proposed Social Standards

10 messages

Barbara Atencio <nanatencio@gmail.com>
To: rule.feedback@state.nm.us

Mon, Nov 8, 2021 at 1:23 PM

To EVERYONE who is working on the so-called new "Social Studies Standards" for New Mexico students:

I read in your opening statements on your web site that these new "Social Studies Standards" and I quote, "Is to ensure that ALL of our students see themselves reflected in the classroom, that our learning environments are culturally and linguistically responsive and that the rich backgrounds and perspectives of ALL New Mexicans come alive in the classroom." From what I read in these new standards you are hardly ensuring ALL students will be treated equally. This is just one example... 9-12.US.123. This will be a question teachers will be told to ask their students, "Assess the short and long term social and political impacts of conservatism in the United States on diverse groups of people." Why wasn't liberalism included in this question? Why are you trying to create divisiveness among our children? Why is it the school's job to pit one group of children against another? I had always held the understanding that teachers were to keep their personal and political beliefs to themselves and teach the basics. We never intended for school systems to usurp our parenting duties and rights in the manner that you are proposing in this curriculum which is so biased. With Covid affecting our students' quality of learning in an adverse manner, teachers should be spending more time on basic core subjects not social indoctrination. What happened to teaching our children to judge an individual on the content of their character and not on the color of their skin or their political or social leanings.

There may be a couple good things in these standards but unfortunately there are far too many other bad examples in the Proposed Social Standards as well. Teacher Wendy Leighton, one of the drafters of these new so called "Social Standards" was quoted in the Santa Fe New Mexican (Sunday Nov. 7, 2021) "We have developed a very thorough, up-to-date, historically accurate social studies standard which will provide a well-rounded education, where ALL stories and voices will be heard,"

Unfortunately the following proposed standards and others listed in the proposal will only consider certain opinions and ideologies from students, far from a "well-rounded education where ALL stories and voices will be heard.": "9-12.US.56". / "9-12.US.129". / "9-12.US.132". Are you now proposing that our already overworked and overwhelmed teachers will now have the duty of indoctrinating our children and usurping any rights as parents to instill our own values at home? As a parent and grandparent I am deeply concerned about where these "proposed social standards" are going and about the future of our children and our society if these

11/8/21, 1:43 PM

Gmail - Proposed Social Standards

standards are implemented in our schools. We feel that this is the same federal government "intervention" that was attempted in the state of Virginia's public schools and was soundly rejected by the voters in their last gubernatorial election. Please do not go through with these changes. It will only bring hurt and harm. Surely you see how these changes are so biased. Please see that this is a bad idea that does not need to be a part of New Mexico schools. New Mexico is better than this. We need ideas that will encourage and inspire our students such as vocational and trade programs for the 80 percent of students who do not go on to higher education or drop out of school completely, so more students will be able to graduate from High School with job skills ready to join the workforce. We don't need to go backwards in the way we treat one another as these proposed "social studies" standards will only cause divisiveness. Why can't New Mexico be a leader in education policies with beneficial ideas and changes instead of following a bad precedent by this administration that will cause more division since segregation.

We would also ask that PED listen to all school districts, other parents and educators who are calling for an extension of public comment on these proposed Social Standard changes as the schools have not yet recovered from the shutdown caused by the pandemic. These proposed changes are not only bad but they are an unnecessary burden on our teachers at a time when New Mexico is ranked "dead last" in the United States for the quality of our education system according to the "Wallethub" study.

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Roberta Cheek and I'm a constituent from Santa Fe.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

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I intend to protest against this curriculum on Santa Fe, Friday, November 12th from ~~7-8~~ 9-10 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and have a great day.

Sincerely,



Roberta Cheek
3108 Jacona Circle
Santa Fe, NM 87507
(505) 577-6285

CC: Chairman of the School Board
610 Alta Vista
Santa Fe, NM 87505

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Marshall Cheek and I'm a constituent from Santa Fe.

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Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

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Marshall Cheek
3108 Jacona Circle
Santa Fe, NM 87507
(505) 577-6285

CC: Chairman of the School Board
610 Alta Vista
Santa Fe, NM 87505

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

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My name is Sabrina Larsen and I'm a constituent from Los Alamos NM.

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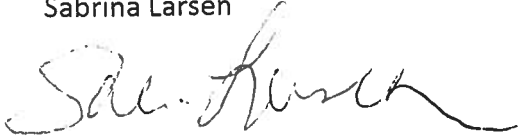
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12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

Thank you for your time and have a great day.

Sincerely,
Sabrina Larsen

A handwritten signature in black ink, appearing to read "Sabrina Larsen". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

2153 Deer Trail
Slarsen5293@icloud.com
505-699-5293

cc.Los Alamos School Board
Administration Office
2101 Trinity Drive, Suite V
Los Alamos, New Mexico 87544

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Patricia Granich and I'm a constituent from Los Alamos NM.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices.
6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are open

to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/ racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)

5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LBGQTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)

9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)

10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

Thank you for your time and have a great day.

Sincerely,
Patricia Granich.

A handwritten signature in cursive script that reads "Patricia Granich". The signature is written in black ink and is positioned above the printed contact information.

2153 Deer Trail
lilaced21@msn.com
505-670-1479

cc.Los Alamos School Board
Administration Office
2101 Trinity Drive, Suite V
Los Alamos, New Mexico 87544

Mr. John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Jack Carpenter and I'm a constituent from Taos, New Mexico. I served the NMPED as a member of a committee dealing with Special Needs children for 6 years. I have been intimately involved with the Taos Municipal School District for over 35 years as a concerned parent/foster parent of over 140 different children with differing racial background and spouse of a public-school teacher.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards that need to be discarded or changed to eliminate any racial profiling of students and/or their parents:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)

2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood. Basically, this is a teaching racial discrimination in this tri-cultural state when history shows the different cultures working together.

3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h) . History show Freedom of religion was the catalyst for many to cross the Atlantic Ocean to the shores of what became the United States of America. In addition, many people and families worked against slavery and never owned slaves. However, the various Native American tribes also practiced slavery when one tribe defeated another in warfare.

5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i) The economic system of the United States is not perfect. However, it allows anyone who wants to succeed to work toward that goal. The socialist and communist systems allow the elite to have the benefits and everyone else to get the crumbs. Note the number of non-white businesses that were destroyed in the riots of 2021.

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LBGTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. Since when should schools be examining gun violence when guns are inert. They do not go off by themselves, do not load themselves, do not aim themselves. The truth of the matter is humans making the gun a weapon when they pick it up. Teach truth not fiction and untruth 6.29.11.21(A)(1)(gg)

9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. These standard pits race against race and stresses

racial disparity and inequality. Again, see the socialist class v class assumption herein. The conflicts that rage today 2021 are the result of political differences not racial differences. It all comes down to if you do not agree with my beliefs, you must be silenced at best or eliminated at worse. 29.11.13(A)(3)(b)

10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? What is the real meaning of this standard? Why not use the involvement of Russian in the Cuba crisis in the early 1960's. Cuba's involvement with the insurrections and murders of innocent citizens of Central and South American countries. This standard is meant to paint the US government in a bad light. 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? Sure there was some bad aspects but once again this standard is being used to divide the students by racial background not bring people together. This standard should be changed. 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. Why not add the brutality toward the Native American tribes by other Native American tribes, brutality toward the settlers of the country and this state in various uprising by Native Americans and the Spanish settlers, the brutality between the current government elites and the rest of society. Missing is a discussion on the brutality between gangs. This standard should not single out the police. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

If possible, I intend to speak at the hearing in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and have a great day.

Sincerely,



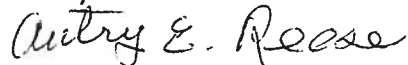
Jack Carpenter
222 Adobe
Taos, New Mexico 87571
jdcgac0151@gmail.com
575.741.0929

To: Public Education Department of New Mexico

Dear Member, We are writing our comments and concerns about the new course in Social Studies you are considering for our classrooms. So often our students are being indoctrinated to a slanted viewpoint instead of being taught true facts. This has been going on for decades about our true historical founding of our great country. This course that you are wanting to implement into our school systems around the state are doing the same thing and we are strongly against it! Our country is NOT systemic racist as so many are proclaiming. For sure there are racists in our country and there always will be but that is entirely different than stating that the whole country is racist. The idea that the white race is superior to others is completely false and against all that our Constitution and Declaration of Independence declares – “All (every race) men (people) are created equal”! Critical Race Theory may not be named as such in this course but the same principles will be taught and that is an evil teaching that has NO place in our classrooms! Every person has the same opportunities in this country if they have the determination to succeed in life. God has given to each of us the exact same kind of brain that functions the same in us all.

In conclusion, we do not want any part of Critical Race Theory or similar teaching in this social studies course! The indoctrination of our children must cease!

Autry E. Reese



Edith J. Reese



As regards the Public Education Department's proposed social security curriculum.

CRT founder Derrick Bell wrote,

" The whole liberal worldview of private rights and public sovereignty mediated by the rule of law needed to be exploded"

If the United States and its political system are so terrible, capitalism and the safety nets provided by taxpayer dollars for those who cannot care for themselves so inequitable why do the poor from every part of the world want to come here?

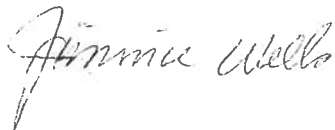
Why teach differences and emphasize that which divides instead of finding commonality in order to find unity?

As a black parent expressed to his local school board "Teaching a child today that he has grievances against another child because of something that happened 2 centuries ago is morally wrong. Refuse this agenda and let racism die the death it deserves."

Critical Race Theory is designed to destroy our society, your proposal contains far too many similarities to CRT to be successful in aiding our state to progress with harmony and unity between our ethnic groups.

Every culture in history has its errors and faults; the United States Constitution has provided for the injustices of the past to be overcome through the basic paradigm of individual rights and protection from the rule of the mob.

Jimmie Wells
PO Box 21
Claunch NM 87011

A handwritten signature in cursive script that reads "Jimmie Wells".

Elizabeth Beers
PO Box 1677
Socorro, NM 87801

November 4, 2021

John Sena, Public Education Department
Policy Division
NM Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501

Dear Mr. Sena:

I am writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

New Mexico is one of only five states that fails to include personal finance in its education standards. This means that our schools are failing to teach students essential life skills and concepts like budgeting, checking and savings accounts, credit, interest, investing, and the costs of borrowing. Every student needs this education, whether they are going on to college or entering the workforce.

Including strong personal finance benchmarks in New Mexico's education standards is also an anti-poverty strategy that will advance educational equity. Personal finance education is most important for lower-income students who may come from families who are unbanked or underbanked. Moreover, many students who learn personal finance concepts in school bring these skills home to their parents, grandparents, and other family members, helping to combat the effects of intergenerational poverty.

Think New Mexico's proposed personal finance standards would make sure that every student in New Mexico has the opportunity to learn essential personal finance skills before they graduate from high school, benefitting them for the rest of their lives. I strongly urge you to adopt Think New Mexico's recommendation.

Thank you for considering my comments.

Sincerely,

Elizabeth Beers

This is critically important if we ever want to end poverty. Wish this training had been embedded prior to stimulus and other incentives that were blown and could have really been used to enhance life!

Mr. and Mrs. David Fox
238 Rio Bravo Drive
Los Alamos, NM 87547

November 5, 2021

John Sena, Public Education Department
Policy Division
NM Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501

Dear Mr. Sena:

We are writing to urge you to adopt the recommended revisions submitted by Think New Mexico and add substantive personal finance standards to the economics standards in 6.29.11 NMAC, Social Studies.

EVEN IN LOS ALAMOS where we had a retail business for 40 years which yielded abundant contact with teens, I came to recognize that understanding of personal finance was not only lacking to an astonishing extent, but was perpetuated by lack of any systematically educated awareness, much less the opportunity to gain a clear, deeper, and thus motivational understanding of its potentials

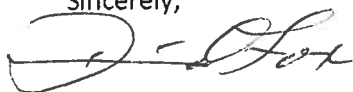
That is why I support Think New Mexico's proposed personal finance standards which would make sure that every student in the state has the opportunity to learn essential personal finance skills before they graduate from high school, benefiting them for the rest of their lives, and in the course of time, benefiting also their parents, other family members and others within their family ties.

I strongly urge you to adopt Think New Mexico's recommendation.

Personal Finance: a lifetime sport, played for both individual and societies' success as an anti-poverty strategy. Simply put, let's use these revisions to multiply the number of individuals with personal finance skills. IT IS TIME.

Thank you for considering our comments.

Sincerely,



David Fox



Anne Fox

November 1, 2021

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Linda Maynard and I'm a constituent from Hobbs, NM.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of

inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)

5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)

6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)

7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)

8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)

9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)

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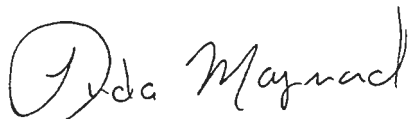
12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

I intend to attend a protest on these proposed standards in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and have a great day.

Sincerely,
Linda Maynard
1118 W Mesa Verde Dr.
Hobbs, NM 88240
Lmedccna@yahoo.com
928-380-0916

A handwritten signature in cursive script that reads "Linda Maynard". The signature is written in black ink and is positioned to the left of the typed contact information.

CC: Hobbs, NM School Board
Chairman, Hobbs School Board
1515 E Sanger, Hobbs, NM 88240

Joseph E. “Uncle Joe” Knight

POB 599 - Hagerman, NM - 88232

nm_libertarian@yahoo.com

October 9, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Ave., Rm 121
Santa Fe, NM, 87501

Dear Mr. Sena:

I am writing to comment on the proposed Social Studies Standards update.

I see much that, in my opinion, emphasizes the negative, and that pits groups of people against each other by emphasizing differences that divide us rather than common values that unite us.

My main concern however, is with the section on U.S. History. Specifically, I call your attention to:

9-12.US.42. Analyze the persistence of the “Lost Cause of the Confederacy” narrative and its long term effects.

9-12.US.43. Evaluate whether the Civil War was a “war to free the slaves,” and how successfully the war contributed to the liberation of enslaved people.

9-12.US.45. Explain how conflicts over slavery led the North and South to war.

“Lost Cause of the Confederacy Narrative” (*aka Lost Cause Mythology*) is the name used by certain elements of establishment academia to discredit aspects of history that doesn’t fit THEIR narrative, and the term has become a derogatory, cultural slur meant to denigrate, vilify, and marginalize southerners who have studied their own history. Use of the term is offensive and I object.

I also object to perpetuation of the notion that the war was all about freeing slaves. All four of my paternal 2nd great grandfathers fought for the South and not one of them owned a slave, nor is there any reason why they would fight to defend someone else's right to own slaves. They fought because, as they saw it, a hostile foreign army was invading their homeland. You have no right to teach our children that they were fighting to defend slavery.

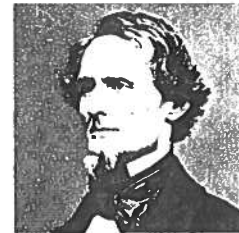
I have studied that war for over 50 years, and have read many of the diaries of the rank and file soldiers, and the overwhelming majority, north and south, simply were not fighting over slavery.

Indeed, BOTH presidents have said the war was NOT about slavery.



Abraham Lincoln
President
USA

My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union.



Jefferson Davis
President
CSA

The North was mad and blind; it would not let us govern ourselves, and so the war came, and now it must go on till the last man of this generation falls in his tracks, and his children seize the musket and fight our battle, unless you acknowledge our right to self government. We are not fighting for slavery. We are fighting for independence.

Lincoln himself, in his first inaugural address, expressed a doubt that he had the right to abolish slavery where it existed and voiced support for a constitutional amendment that would have protected slavery where it existed. His Proclamation Emancipation actually said that the South could KEEP slavery if only they would come back to the Union, recognize his authority, and pay their taxes.

I believe this proposal is an example of the worst danger of socialized education – the ability to pervert, politicize, and weaponize history for the sake of contemporary agendas. I must ask that you reject these proposed standards and start over. I object very strongly to your disparagement of my ancestors, and expectation of me paying for it.

Sincerely,

A handwritten signature in black ink that reads "Greg E. Wright".

Facebook page: James Lindsay

Website: NewDiscourses.com

Locals.com: NewDiscourses.Locals.com

posted 7/9/2021



James Lindsay

25m

SCOOP: A whistleblower has provided me with the complete list of books for Albuquerque Public Schools in New Mexico. Almost everything is about race, queerness, or derived from Howard Zinn (Critical Historian, revisionist). This isn't education. It's Critical Theory programming.

*social studies curriculum only. Don't be alarmed that no math or science, etc., is on there. It's not meant to be.

Nearly all of the proposed social studies curriculum in Albuquerque, NM, schools is geared around Critical Theory interpretations of American history and social life. The goal would obviously be to make students think negatively about their country and state.

I should also point out how much of the recommended reading list is feminist, which will serve the same Critical agenda. The goal is, yet again, to criticize the existing society (per Marx's "ruthless criticism of everything that exists") to demolish faith and support for it.

Many of these books will be defended as "providing a different perspective/voice," and people will be challenged to say what they think is wrong about alternative perspectives/voices. That's a trap. It's the leveraging of all curricula to Critical Theory ends, which is wrong.

There is a limited time in the curriculum in schools, and everyone knows that. Virtually every book on that list short of the core textbooks is either Critical or easily leveraged to Critical ends. Core civics competency and understanding of the state/nation should be the goal.

Critical Pedagogy regards its mission to indoctrinate for "social justice" and "democratic citizenship" in line with Gramsci's openly communist vision. You can see that here, from Henry Giroux, On Critical Pedagogy. Giroux is one of the most influential Marxian-Leftists in ed.

As I explored here in tremendous detail, for Marxians like the Woke, "democratic citizenship" means "in favor of communism/equity and taking up social activism on its behalf." This school district's curriculum is in line with this Maoist objective.

<https://newdiscourses.com/.../woke-manipulation-democracy/>

Mr. John Sena
NM PED
300 Don Gaspar Ave., Room 121
Santa Fe, NM 87501
November 12, 2021

Since NM's K-12 students are only performing at grade level in life skills math at 20% and in reading at 30%, one would think that would be where the State of NM's education improvement and updates focus ought to be. Instead, NM's PED is opting for drastic changes to social studies in order to implement and indoctrinate socialist and Marxist Critical RACIST Theory into NM's children. 'That which we call Critical RACIST Theory by any other name would still stinketh of racism. America hatred and perverse LGBT agenda.' CRT will be taught with these changes to social studies curricula and still be a pig whether you call it CRT or couch it in words and phrases like: "inequity", "oppression", "unequal power relations", "racism", "injustice", etc. The State of NM has no right to teach other people's children that based on skin color one divided out group are oppressors, and that another divided out group, again based on skin color, are oppressed. This is blatant, ugly racism.

Additionally, there are Marxist NEA indoctrinators right here in NM passing themselves off as school teachers. They openly signed, knowing full well that their names, states, and cities would be made public, the Zinn Pledge to indoctrinate Critical RACIST Theory into NM's school children no matter what subject they teach. These 39 NM "teachers" have vowed to defy school board and parental wishes no matter what. This is a list of their names when last updated (there may be more NM CRT indoctrinators.)

New Mexico

Albuquerque, NM

Allison Brock, Benjamin Imbus, Chris Bouajila, Cody Sinclair, Erick Hernandez, James Martel, Jason Stuart, Kavita Krishna, Keith Morris, Kimber Scott, Kristine Mayle, Lauren Scott, Margaret Montoya, Maria Rogahn, Mary Lou Hall, Pili Burkett, Renae Smith, Ruza Posich, Shelby Clayburn, Tony Watkins, Tracy Carroll, Venessa Urioste **Belen, NM** Camellia Termini **El Prado, NM** Jenny Lewis **Hatch, NM** Mark Thompson **Las Cruces, NM** Sylvia Bustillos, Teresa Tenorio **Los Alamos, NM** Margo Batha **Rio Rancho, NM** Kiran Katira, Mitchell Freedman, Ollie Cline, Shauna Branch **Santa Fe, NM** Angela Gabriel, Darlene Fortier, Dixmarie Delaneuville, Jennifer J Arlin, Maureen Chase, Theresa Bess **Zuni, NM** Laurel Smith

What is the State of NM going to do about these militant CRT indoctrinators?

Sincerely, Ruth Ann Peterson, Albuquerque, NM



MR. JOHN SENA, NMPED - Policy Division 11/08/21

I WRITE THIS LETTER IN CONCERNS TO THE CRITICAL RACE THEORY BEING TAUGHT TO OUR CHILDREN. FROM WHAT I HAVE GATHERED IN MY STUDYING OF CRITICAL RACE THEORY, IT IS HARMFUL, DEMORALIZING, AND HARMFUL TO MY CHILDREN. PLEASE DO NOT PASS THIS AGENDA THROUGH OUR SCHOOLS! I AM A RESIDENT OF SAN JUAN COUNTY, NEW MEXICO. THANK YOU FOR YOUR TIME.

SINCERELY,

CLINTON M. FERRER



TO WHOM IT MAY CONCERN: RESPONSE TO MLG'S PED standards

Thoughts on teaching Critical Race Theory ideology proposed by MLG/New Mexico

If America is founded on freedom, then we must understand that freedom begins at home, with love and caring for our fellow humans. Every country in the world seems to have some form of prejudice--class, economic status, religion, skin color, whatever. It is not logical--it is emotional. Those entrenched in prejudiced racist ideology present their ideas as TRUE, and thus can use any manner of excuses and explanations for their beliefs "because they are true." But that is what they are selling--belief. NOT TRUTH. Not only that--their "Truth/belief" is has an agenda we must be aware of.

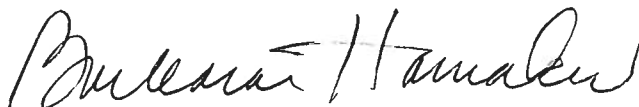
Children's minds are delicate, impressionable, and aware. Kids have very few innocent years to experience their own world presented by their family group before they are forced to navigate the barrage of adult reality foisted upon them from every possible corner of the globe. They are susceptible to a barrage of attitudes, subtle messages, TV/electronic propaganda, and by what we now know as professional brainwashing by big tech. The result--a generation of young adult suicides. How's THAT for caring for our youth? Brainwashing masquerading as TRUTH.

If we are sovereign beings, and I believe we are, then our upbringing springs from and depends upon the intrinsic love from parents/family/early surroundings. Why are we here if we are not to love our children, teach them right from wrong? School could be an extension of that wisdom IF our teachers are themselves carrying that kind of wisdom in their hearts. I read a simple statement recently: "All racism is personal" -- and it seems to me that the proponents of CRT are the racists in this situation. Up close and personal. They appear to hate Americans--and by extension America itself. They want to personally indoctrinate every one of our children. Where is kindness, caring, compassion, and an interest/respect for original thinking as children begin to develop their own minds? "It doesn't matter what your mom or dad said...listen to what we tell you. We know TRUTH."

Critical Race Theory appears to focus on destroying human beings' critical thinking skills, using some dystopian logic masquerading as truth, rather than wisdom, compassion and love. It would seem that CRT theorists have spent decades carefully rehashing/regurgitating Marxist dogma and repackaging it as TRUTH--then infiltrating it into our schools. I can only observe that CRT proponents actually want to destroy America using hate and division to incite violence, thereby undermining the structure of society. This has nothing to do with rational thinking. Instead, CRT demands we fall victim to their distorted views. Theirs is a quest for domination, and we must awaken to this very carefully executed plan before it is too late--maybe it already is. Allowing CRT to be taught in schools to children of any age is criminal.

Are there people who are prejudiced--you bet. Racists? You bet. But it is personal, not a "plandemic" to hate people of another color--unless you try to teach it to children--THAT IS A PLANDEMIC of epic proportions to change a culture. CRT has an agenda. To use a theory developed by racist dogma to force others to agree to victimhood is ridiculous. To learn the enormous lessons of compassion, love and acceptance of humanity in all its foibles is what we should be teaching. NOT a full-blown assault on American citizens.

Barbara Hamaker
Resident of Albuquerque, NM



Jessie Lewis Parent, citizen, community member, and governing committee member

RE: Notice of Proposed Rulemaking to obtain input on the proposed repeal of 6.29.11NMAC, Social Studies, to be replaced with 6.29.11NMAC Social Studies, public comment

November 10, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. John Sena:

I am writing to express my concerns with the proposed draft Social Studies standards curriculum, to express my antipathy for the implied, sometimes explicit racial ideology, and to respectfully request that you

- 1) Extend the public comment period and
- 2) Encourage PED to submit the proposed curriculum to the State Legislature for formal, well-publicized, public hearings.

I have had numerous conversations with parents and teachers who expressed concerns over having inadequate information on the proposed changes and having inadequate time to review the draft standards and the resources used to create those changes. I urge you to extend the review and comment period, and to submit the proposed curriculum to the State Legislature for formal public hearings which the public may attend.

My primary concern with the proposed Social Studies curriculum is an apparent disrespect for our country's foundations and for **ALL** of its people, **ALL** people of varying races, creeds, cultures, beliefs, politics, class, background, personal identity, etc.; for which our founding documents were created in the pursuit of constant betterment, where "all [men] are created equal."

Overall and throughout, the curriculum focuses on diversity, inequity, injustice, and oppression. Americans with various and mixed backgrounds, flourish when the focus is on what we have in common. Our duty to teach our children how to get along, to cooperate, to respect others

despite our differences; must not be supplanted by a curriculum that disparages their differences, such as who has “oppressed” them?!?!?! The proposed curriculum includes copious focus on slavery and oppression, yet contains no mention of why America fought for independence, no mention of the countless soldiers and citizens who fought to abolish slavery.

The proposed curriculum heavily emphasizes both the “global community” as well as slavery. It stresses human rights’ atrocities and inequities within the United States; yet the curriculum evades addressing the perpetuation of human rights’ violations, human trafficking and slavery amidst the global community. The exclusion of these topics, in itself, is inequitable.

I am concerned with the curriculum’s disrespect for America’s history and our foundational documents. In the current Social Studies curriculum, American History is taught. Our country’s history, as imperfect as it may be, provides evidence from the past that gives us insight into why we must behave as a civil nation. Teaching a broader range of topics is forward thinking, but in ignoring the data, the facts of the past, we risk losing our understanding of why we as a society have changed, and why our most important basic tenets have remained.

- The curriculum should first provide historical context before adding contentious and difficult topics.
- The proposed curriculum must present significant American historical events and figures.
- Children should be taught the meaning of the Pledge of Allegiance, what it means to be a citizen of the United States and that standing together as a nation is important. Students should be allowed to continue the non-compulsory recitation of the Pledge.
- The names of specific documents - “The Bill of Rights” and “The Declaration of Independence” must be capitalized. Treating the names of these documents as common nouns is as disrespectful as addressing our Governor as governor michelle.

I am also concerned with use of language and rhetoric within the proposed standards. An entire section of the Social Studies curriculum is entitled, “Ethnic, cultural, and identity standards”. This is a concocted concept: “Identity Standards”; what is it doing in curriculum? How does NMPED attempt to define what “identity standards” are in education. Are our children to be branded?

Rhetoric such as: “critical consciousness”, “community equity”, “global community”, social identity”, “reconciliation”, and “implicit bias” indicate a politicized educational agenda.

Many terms and concept titles are devices, subterfuge that give an educator opportunity to teach their beliefs over historical facts. There are loopholes within the curriculum where a student's education may be manipulated by a teacher, an administrator, or another to present one's own agenda.

*Proposed 6.29.11.21 (A)(1)(i)
"...evaluate what an efficient,
equitable, and just economic
system would look like in the U.S."*

Comment: What standard indicates what/who defines equitable and just economic system?

*Proposed 6.29.11.11(E)(2),
6.29.11.15(E)(7),
6.29.11.15(E)(12) "...justice and
fairness", "unequal power
relations", and "past and current
injustices".*

Comment: While these can be debated and discussed, these topics are highly subjective. For these concepts to be included as an "Anchor Standard" within the topic of "Identity Standards" leaves far too much room for interpretation. A child's identity is formed by their interactions, experiences, their own history; attempting to teach a child what their identity should be by interpretation or another's past is dishonest and manipulative.

*Proposed 6.29.11.10(E)(1)(a),
6.29.11.11(E)(1)(a) "expressing a
positive view of themselves
without being mean or making
other people feel bad..."*

Comment: While a student can choose their words, they cannot control how others feel. It is highly inappropriate to make one student responsible for "other people's feelings". This does not belong in curriculum.

*Proposed 6.29.11.15(E)(3)
"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".*

Comment: This seeks to divide students based on what is perceived a *social identity*. Barriers as well as access, has traditionally, or is optimally, directly related to personal characteristics and may be bolstered by a demographic, not a *social identity*. Using this rhetoric in educational material has direct potential to be propagandist. Just as Proposed 6.29.11.15(E)(8) "brainstorming ways in which New Mexicans might heal from past and current injustices" informing young students that they "might heal from...injustices" makes them victims without their consent. Education shall not teach victimization. Why not use the opportunity to teach the benefits of collaboration for a community in duress?!

*Proposed 6.29.11.21 (A)(1)(gg)
“examining the history of guns in
America as compared to other
world powers and the
consequences of gun violence...”*

Comment: To examine the history of guns in America, one would include the Constitution and its Bill of Rights. This examination of history would include the reason Americans have had guns, protected their rights to have guns, and include how this has protected them. An appropriate examination would also include what has happened to citizen’s rights in countries where they do not possess the right to protect themselves, how violence is not extinguished just because rights are removed, and how it is the “violence” of the law breakers that is the problem, not the gun. To use the rhetoric “gun violence” is inappropriate, a gun does not perpetuate violence, a criminal does. This is an important lesson for any student.

*Proposed 6.29.11.21 (A)(1)(ii)
“examining anti-immigrant
sentiment in the United States...”*

Comment: It would be far more appropriate and relevant to discuss “anti-illegal-immigration” sentiment since that is the more pertinent issue. Many Americans are here as a result of immigration and don’t oppose it; on the other hand, students would benefit from learning how unlawful migration affects their nation and their state. They would also benefit from learning about atrocities across the globe that create refugees, and the importance of American humanitarian efforts to aid the people suffering humanitarian atrocities.

*Proposed 6.29.11.23(A)(1)(d)
“...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”*

Comment: This can be highly refuted. While the media hasn’t been very honest about their reporting, statistics and studies disprove many of the “systemic inequity” arguments. Many opportunities are afforded by individual economics, fortune, merit, tenacity, etc. These things are better indicators of opportunity, not “identity groups”; and I am appalled that education is teaching about “privilege” without talking about how anyone in America is far more “privileged” than others in the “global community”. This does not belong in high school education. Leave the debate for college!

I have attempted to select the most egregious items in the proposed Social Studies curriculum. Admittedly, it has been difficult. Though I take no issue with re-evaluating curriculum to update the most recent events that expand on our history and shape society, I disagree with revising data and omitting facts - basically eliminating evidence needed to determine how we came to behave as we do in today's world. Additionally, I see the manufactured terms and manipulated meanings to teach a conflated agenda as unacceptable.

Some proposals are reasonable updates while others are quite contentious, inappropriate, or otherwise, dishonest and disrespectful. I believe a redraft of the entire curriculum is in order; and each and every occurrence of "Ethnic, Cultural, and Identity Standards" should be removed.

The proposed curriculum fails to provide a balanced history. It fails to provide positive attributes of the United States of America, of the state of New Mexico and of its people. Students in this state should be taught what makes them exceptional human beings, and I will support curriculum revisions that teach Our History: a history that includes the good and the imperfect; a history that shows the dilemmas and perseverance of our ancestors, and a history that celebrates our identities. An understanding of history can encourage students to become responsible citizens within for our state, our nation and within the global community.

[^]and

I appreciate your dedication to education, and to our youth - our future.

Respectfully,



Jessie Lewis

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Elaine Hausman and I'm a constituent from Santa Fe County. I was on the founding parent board of Turquoise Trail Charter School,, and served as Substitute Principal in the first year of operation.

New Mexico is dead last in education, and the proposed social studies curriculum is designed to keep us there. This country was founded by those seeking religious freedom, willing to risk a long journey across a vast ocean in wooden ships propelled only by the wind.

Instead, our children will learn that African slave ships, motivated by greed created this nation.

The new curriculum does not mention our nation's Founding Fathers, i.e. George Washington or Thomas Jefferson. There is no mention of the Constitution or the Bill of Rights. We have no Presidency, no Congress, no Supreme Court. Our kids need honest CIVICS, not hatred and divisiveness.

In the proposed "standards", Diversity is the hallmark of every class level and sexuality a principal issue.

New Mexico already has a curriculum that reflects our values! It needs to be strengthened, not undermined. Loving kindness, competence, being a good citizen, striving for excellence, and helping others are the Values we need to teach our children!

I am asking you to reject these standards, as they promote and instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of Civics, not social action or diversity training. Many schools around the country are spending

significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life in the world.

Here are the ten most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces “offer privilege or systemic inequity in accessing social, political, and economic opportunity.” This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the effect of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LBGTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
7. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an

inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)

8. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)

9. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

10. Within High School U.S. History, students must explore the movement against police brutality. How about teaching students to be good citizens, and that good citizens obey the law? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall socialist- bias that these standards are intended to impose on our children and grandchildren.

Teaching children hatred, victimhood and fear is downright evil! Why would you even want to do that?

I intend to attend a protest on these proposed standards in Santa Fe, Friday, November 12th from 9-12 am in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time, and please consider these heart-felt concerns for the children of New Mexico!

Sincerely,



Elaine Hausman
18 Rockridge Rd.
Cerrillos, NM 87010
505-660-0283

CC:
Chairman, Santa Fe School Board
610 Alta Vista Street, Santa Fe, NM. 87505

1
11/8/21

To Whom it May Concern,

Critical Race theory has its roots in MARXISM. Is this true or not? MARXISM leads to Communism. Karl MARX and Friedrich Engels' writings are purposely written to cause division in society. Critical race theory is designed to do the same. This is the elephant in the room. Dividing people by color, shaming children to be called oppressors or "the oppressed"; are ridiculous and false. History is full of good and bad things, people, events, etc.. All races, countries, groups have oppressed others and have been oppressed by others. Study indigenous people. (ex: Comanches)

God's word says in Romans 3:23, "for all have sinned and fall short of His glory. Yet He forgives. If we are remorseful and change our negative ways

and are repentant then we can be forgiven. We are a "Land of the Forgiven". That is what this great nation has done and continues to do. Now, are you perfect?

Teach our children the basics (including cursive) Reading, (which I evidently struggle with)

writing & math (w/o the politics). This is something our schools have failed at so far. Teach them what a great city, state, country we live in. Teach them of the opportunities they have, and with hard work and good intentions ALL have a chance to be successful. (we can't give it to them, it has to be achieved.)

Socialism, Marxism, Communism, in all ways fruits and costs fortunes and lives lost.

Educators educate yourself. Drop your ideologies, politics, and allow our children to have a honest education. Prepare them. Parents should always be

3

Encouraged to be involved
with their childrens Education
and schools should seek
out their advice and
counsel. You will achieve
much more by doing this
than by forcing an unwanted
idea on them. Remember
this is not about you its
about our children.

Thank you,
A. Sanchez
God Bless

note: I am a veteran
who cares about our
future generations. They
need to be able to
be strong in facing the
future challenges they
will face, yet still
be able to make their
own decisions.

3514 Vail Ave SE
Albuquerque, New Mexico 87106

26 October 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Ave., Room 121
Santa Fe, NM, 87501

RE: Social Studies Standards

Dear Mr. Sena:

As a high school social studies teacher in New Mexico, I wanted to comment on the proposed standards. I have taught New Mexico History, Government/Economics, United States history (AP as well) but World History is my favorite course to teach. I currently teach AP and regular Psychology.

I find these proposed to be much more inclusive than what we have currently. The standards are also respectful of the experience of teachers and their passions and areas of expertise. Teachers have the choice of teaching material in a way that can help to ensure that our students see themselves in the lessons.

The proposed standards will go a long way in helping New Mexico schools to fulfill some of the Martinez v. Yazzie mandates.

Thank you for your time and attention on this matter.

Respectfully,

A handwritten signature in black ink, appearing to read "Jason H. Rodarte". The signature is stylized with a large, sweeping initial "J" and "R".

Jason H. Rodarte, Ed.D

October 31, 2021

To: John Sena

Policy Division Public Education Dept.

300 Don Gaspar

Santa Fe, New Mexico 87501

Rule 6.29.11 NMAC, Social Studies


CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.


Ken Stradling
6200 Lake Shore Dr.
Flora Vista, NM 87415
Farmington, NM District 2



SAR

November 2, 2021

Mr. John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

Dear Mr. Sena:

I write in support of the proposed revisions to the New Mexico social studies standards to be discussed at a public hearing on November 12, 2021.

Like many Americans, I am often disappointed by the public's lack of knowledge of our nation's history, political institutions, and the cultures of the peoples who together make the United States a great nation. Today, nothing is more important than a broad understanding of our civic institutions and their cultural roots.

New Mexico's greatness lies not only in its extraordinary landscapes but also in the depth and complexity of its history—in particular the important roles played by Native American and Hispanic populations, as well as the diverse Anglo-American communities that brought to the state many of the political institutions central to New Mexico's civic life today.

I have reviewed the proposed social studies curriculum and find it to be comprehensive, thoughtful, and balanced. Just as impressive is the extensive consultation that went into its preparation. As in any part of the world, there are elements of history that we find troubling by today's standards. It is important for young New Mexicans to be aware of our state's dark chapters as well as its moral and economic progress. The latter includes New Mexico's success in weaving together diverse peoples into a unique and successful multicultural community. This lively blend of traditions is one of the factors that draws thousands of visitors to the state every year.

I find that the proposed curriculum does an outstanding job of encouraging age-appropriate understandings of history—New Mexican, American, and global—while fostering critical thinking and informed judgment.

I hope that the Public Education Department will approve this well crafted proposal.

Yours sincerely,

Michael F. Brown, Ph.D., President

School for Advanced Research

Post Office Box 2188 Santa Fe, New Mexico 87504-2188 505-954-7200 www.sarweb.org

October 31, 2021

John Sena

Policy Division Public Education Dept.

300 Don Gaspar

Santa Fe, New Mexico 87501

Rule 6.29.11 NMAC, Social Studies

I feel a definition Critical Race Theory is imperative in any discussion about CRT and its varied forms in public school.

CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.

Andra Stradling
595-320-0160
Flora Vista, NM 87415
Farmington NM
Farmington Municipal Schools
District 2

A handwritten signature in black ink, appearing to read 'Andra', with a stylized flourish extending to the right.

1/2/21

Mr. John Sena, Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue, Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena:

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is Alice Judith Ward and I'm a native and a constituent from Silver City. I graduated from Western High School, which is now Silver High. We had teachers that taught us the subjects we needed to learn, cared about us and used morality and values in their classrooms. I am seriously concerned about the move to put CRT into our classrooms and to indoctrinate our children.

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.
3. There are also numerous examples where a teacher can impose the notion of "justice and fairness," unequal power relations, "past and current injustices," although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)

4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again, see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)
10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)
11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)
12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement “Back the Blue”? 6.29.11.21(A)(3)(mm)

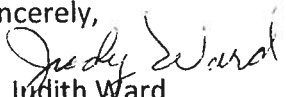
Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

I am sorry that I cannot attend the meeting in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

I urge you to put Christian morals and values first over these socialistic and communistic views. We here in the West do not condone, approve or appreciate those who try to indoctrinate our children who are young, impressionable and whose brains are not mature until the are in their 20's. Please consider our views and eliminate any curricula that goes against them.

Thank you for your consideration,

Sincerely,


A. Judith Ward
4355 Highway 15
Silver City, NM 88061
Judyward_14@centurylink.net
575 388-7830

CC: Superintendent William Hawkins
Ashley Montenegro, School Board President
Patrick Cohn
Dr. Michelle Diaz
Eddie Flores
Mike McMillan
Silver City Consolidated Schools
2810 N. Swan
Silver City, NM 88061

October 31, 2021

To: John Sena

Policy Division Public Education Dept.

300 Don Gaspar

Santa Fe, New Mexico 87501

Rule 6.29.11 NMAC, Social Studies

CRT ignores what Frederick Douglass said of President Abraham Lincoln: Most Americans of all races have "risen above their prejudices," striving to bring American practice into accord with American principles regarding justice.

CRT demeans African Americans by stripping them of all agency, treating them as simply inanimate objects, helpless victims of impersonal forces. It also essentially absolves politicians of bad policy.

CRT is nothing more than a return to 1850s-style racism as espoused by John Calhoun and Chief Justice Roger Taney in his infamous Dred Scott decision.

It is divisive; it fosters racial hatred by trafficking in racial stereotypes, collective guilt, racial segregation and race-based harassment. It rejects Martin Luther King's hope that we should be judged, not by the color of our skin, but by the content of our character.

I say unequivocally! NO! To any form of Critical Race Theory, or whatever name you choose to give it! Teach History, not victimhood.

Sincerely
Aslyn Barney
Lynn Barney

Molly Madden
2312 Calle del Estavan NW, Albuquerque, NM 87104
mollymadden3@gmail.com

October 20, 2021

John Sena
Policy Division
New Mexico Public Education Department
300 Don Gaspar Avenue, Room 121
Santa Fe, New Mexico 87501

rule.feedback@state.nm.us

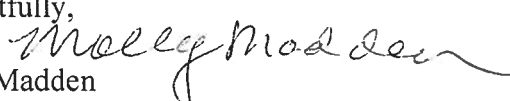
Dear Mr. Sena:

I am writing in support of the proposed 2021 social studies standards, which I have read in the draft form on PED website. I want to commend the PED for undertaking these revisions, and I was impressed by the scope of work undertaken by the committee that drafted them. I am a retired Belen Schools elementary teacher and have been concerned for many years that with the pressure to get ELA and MATH scores raised, Social Studies has had little attention/time in elementary lesson planning.

The six strands (civics, economics, geography, history, cultural identity, and inquiry) of standards that run through grades K-12 provide an excellent framework for critical thinking, and support students building their understanding of their own agency at their own speed. These standards respect the intelligence of children, concentrate on teaching critical thinking, evaluation of the credibility of data sources, and values that respect differing cultures and perspectives.

I urge the department to adopt these standards. Children need to master the standards outlined in this regulation to prepare to be effective citizens and problem solvers.

Respectfully,

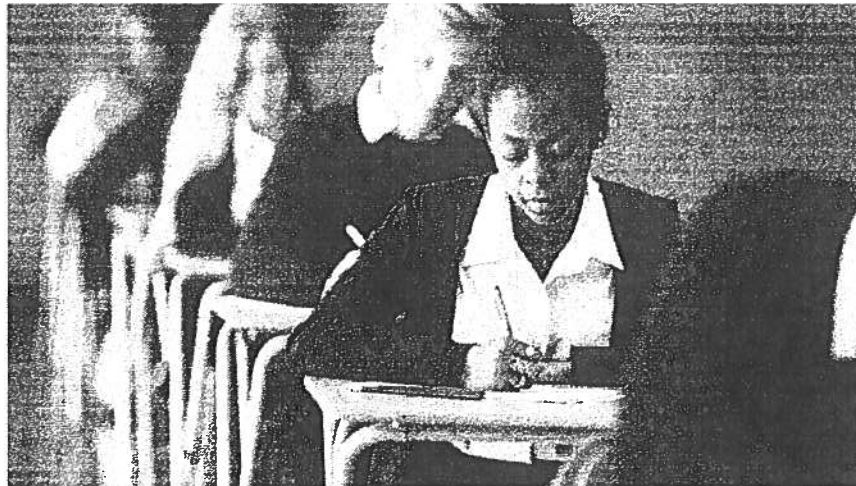

Molly Madden

TheHill.com 5/25/21



One father's stand against critical race theory: We're indoctrinating our children

BY ANDREW GUTMANN, OPINION CONTRIBUTOR — 05/25/21 11:00 AM EDT
THE VIEWS EXPRESSED BY CONTRIBUTORS ARE THEIR OWN AND NOT THE VIEW OF THE HILL.



istock

A month ago, I mailed a letter to all the parents of my daughter's New York City private school, Brearley, asking them to speak up against the school administration's illiberal and indoctrinating antiracism initiatives and divisive obsession with race. That letter went viral and has helped bring about much needed attention to the explosive adoption of critical race theory throughout our country. Having been unexpectedly thrust into the media spotlight, I feel an obligation to dispel several common misconceptions pertaining to this movement.

There appears to be widespread belief that opposition to critical race theory is a view held solely by the political right. This perception is wrong. It is certainly true that the conservative media has almost exclusively embraced viewpoints unfavorable to critical race theory while the liberal-oriented media has been overwhelmingly approving. But our polarized media does not seem to accurately reflect the view of most Americans.

Since my letter became public, I have received several thousand supportive emails and messages from people across this country, including many from self-described Democrats and liberals. The tone of most of the messages sent to me is not at all political in nature; instead, the tenor is one of desperation and powerlessness.

Woke Educators Release Letter Declaring Objective Math a Form of 'White Supremacy'

Here's how parents can push back on the alarming ideology that's infecting our children's classrooms.

Thursday, March 4, 2021



Image Credit: Flickr



[Kerry McDonald](#)

[Education](#) [Social Justice](#) [Public Schools](#) [School Choice](#) [Teachers](#) [Mathematics](#)

Mandatory teaching [standards](#) that focus on critical theory and identity politics to the detriment of liberalism and individualism are already working their way through state legislatures.

Now, math education itself has been deemed "racist." A group of educators just released a [document](#) calling for a transformation of math education that focuses on "dismantling white supremacy in math classrooms by visibilizing the toxic characteristics of white supremacy culture with respect to math."

Among the educators' recommendations, which officials in some [states](#) are promoting, are calls to "identify and challenge the ways that math is used to uphold capitalist, imperialist, and racist views," "provide learning opportunities that use math as resistance," and "encourage them to disrupt the disproportionate push-out of people of color in [STEM] fields."

Beyond activism, these recommendations also argue that traditional approaches to math education promote racism and white supremacy, such as requiring students to show their work or prioritizing correct answers to math problems. The document claims that current

CACAGNY Opposes CRT Indoctrination in California Schools

CACAGNY <cacagny.friends@gmail.com>

Thu 6/10/2021 12:27 PM

Today, CACAGNY joined Californians for Equal Rights and 25 other organizations to urge the California State Senate Education Committee to vote down AB 101, a bill that would mandate Critical Race Theory (CRT) indoctrination in California public high schools. There are similar initiatives in New York.

Of course, AB 101 proponents loudly disown any connection with CRT. Such denialism is understandable; it's becoming known that CRT is a hateful, divisive fraud. So they re-package it as *ethnic studies*, *culturally responsive curricula*, or *social emotional learning*, and claim to promote *equity, diversity and inclusion, anti-bias, anti-racism*, etc. But **we are not fooled by such deceptive marketing**. By any other name, it's still CRT's agenda of racist divisiveness, racist struggle, and absolutism, in schools, workplaces, politics, and media.

CRT is immoral. CRT is an ideology of collective guilt. CRT says Whites are oppressors, just for being White; Whites are born with *White privilege* because they have facility with objectivity, rationality, meritocracy, delayed gratification, punctuality, the written word, mathematics. Whites lack empathy, humanity, lived experience, and *Whiteness* is a parasitic condition. In CRT *diversity* and *anti-racism* training, Whites and Blacks -- including grade school kids -- are segregated into opposing groups. Blacks are then led by trainers to attack Whites -- their classmates and colleagues -- for their *Whiteness* and *White privilege*, to which Whites must plead guilty. This is immoral. Any ideology that traffics in group stereotypes, group attacks and group confessions is reductionist, dehumanizing, and -- let's say it -- barbaric. In the deepest sense of the word, CRT is immoral.

CRT is anti-American. America is an exceptional experiment in multicultural nation-building. Total strangers who don't even speak the same language can live and work together in trust. This only happens because every individual in America can count on the same protection under the law as his neighbor. Despite past shortfalls, which must be understood in proper historical contexts, we never stopped striving. That we have done exceptionally well on race as a nation is validated by the fact that peoples of all races of the world come and make their home here. But CRT rejects the bedrock of equal individual rights that made America happen. Instead, CRT upholds equal *outcomes* by *race*. To enforce equal outcomes by race when such outcomes do not result from equal rights for individuals, as happens for multitudes of reasons, CRT imperiously over-rides equal rights for individuals. Such trampling over individual rights is anti-American to the core.

CRT sells out children in public schools. CRT has become a very rich industry, and with the money comes the ability to corrupt, which it evidently does with gusto. California entered its lockdown already plagued by dismal public education, and at a time when California urgently needs to further address months of additional learning loss caused by failures of its remote "instruction" in public schools, AB 101 alone will make a gift of over \$1B to the CRT industry, courtesy of California politicians. This is outrageous. Do California's politicians and educrats even pretend to care about the education of the children any more?

Last but not least, **the racial scapegoating that is at the root of CRT animates anti-Asian racism**, from anti-Asian racial quotas in education, to the recent explosion of attacks against Asians on streets and subways. Longer term, the oppression Olympics celebrated by CRT enfeebles Asians with the seductive opiates of *lowered expectations* and *learned helplessness*. Asians are already susceptible to such manipulations because of historical events, so it is no coincidence that CRT pushes such a self-image of victimhood upon Asians, in *culturally responsive* school curricula and in progressive political discourse. This is a pernicious trap, extremely difficult to extricate from, with long-lasting, corrosive damage to morale and morality. CRT is very bad for Asians.

We Americans of Chinese descent have especially strong reasons to reject CRT. CRT indoctrination -- under any re-packaging or guise -- must not be allowed in public schools.

CACAGNY 紐約同源會
Chinese American Citizens Alliance Greater New York
PO Box 130024
New York, New York 10013
www.cacagny.org



Category	Level	Fiction/Non-fiction/Etc.	Subject	Title/Author	ISBN	Price	Quantity	Total
Recommended Books	HS	NF	US History	The Diary of Malcolm X: 1964	9780883783511	\$23.25		\$0.00
Recommended Books	MS/HS	NF	Andants/World History	How dare the sunrise: members of a war child	978-0-06-247015-7	\$7.39		\$0.00
Recommended Books	HS	NF	Economics	Naked Economics	978-0-393-35642-0	\$12.42		\$0.00
Recommended Books	HS	NF	Economics	Nickel and Dimed	9780312626086	\$12.45		\$0.00
Recommended Books	HS	NF	Economics	African Americans in the US Economy	9780742543782	\$67.15		\$0.00
Recommended Books	HS	NF	US History	Howard Zinn's Southern Diary	0-786-8203-5328-0	\$18.20		\$0.00
Recommended Books	MS/HS	NF	US History	Warriors don't cry	9781116948827	\$5.94		\$0.00
Recommended Books	MS/HS	NF	US History	Claudeine Colvin: twice toward justice	978-0-312-06105-2	\$9.55		\$0.00
Recommended Books	HS	Play	US History	Raisin in the sun	978-0-679-75538-3	\$5.92		\$0.00
Recommended Books	HS	NF	US History	A people's history of the United States	978-0062397348	\$16.06		\$0.00
Recommended Books	HS	NF	US History	Voice of a People's History of the United States	978-1608805930	\$18.40		\$0.00
Recommended Books	MS/HS	NF	US History	A young people's history of the United States, Volume 1: Columbus to the Spanish-American War	978-1583227596	\$14.42		\$0.00
Recommended Books	MS/HS	NF	US History	A young people's history of the United States, Volume 2: class struggle to the war on terror	978-1583227602	\$15.26		\$0.00
Recommended Books	HS	NF	US History	A people's history of American empire, a graphic adaptation	9780805087414	\$20.00		\$0.00
Recommended Books	MS/HS	NF	US History	A young people's history of the United States	9781583228692	\$16.58		\$0.00
Recommended Books	MS/HS	NF	US History	Feminism	978-1-51930-752-0	\$16.75		\$0.00
Recommended Books	MS/HS	NF	US History	Gender Identity	978-1-61930-756-8	\$16.75		\$0.00
Recommended Books	MS/HS	NF	US History	Immigration nation	978-1-61930-760-5	\$16.75		\$0.00
Recommended Books	MS/HS	NF	US History	Race mixtures	978-1-61930-552-6	\$13.14		\$0.00
Recommended Books	MS/HS	NF	US History	An Indigenous Peoples' History of the United States for Young People	978-0807049396	\$13.86		\$0.00
Recommended Books	MS	F	US History	Towers falling	978-0-316-26721-7	\$5.94		\$0.00
Recommended Books	MS	F	US History	Echo	978-0-439-87402-1	\$14.51		\$0.00
Recommended Books	MS	F	US History	Talking Issues	978-0-14-247298-4	\$6.69		\$0.00
Recommended Books	MS	Images of primary sources	US History	Freedom over me	978-1-48145-600-6	\$13.17		\$0.00
Recommended Books	MS	NF	US History	Sitting Bull: Lakota warrior and defender of his people	978-1-41970-731-5	\$14.59		\$0.00
Recommended Books	MS/HS	NF	US History	Strike! The farm workers fight for their rights	978-1-55078-997-1	\$12.42		\$0.00
Recommended Books	MS	Poetry	US History	One last word	978-1-68116-602-7	\$13.89		\$0.00
Recommended Books	MS/HS	NF	US History	Drowned City: Hurricane Katrina & New Orleans	978-0-544-58617-8	\$7.29		\$0.00
Recommended Books	HS	F	US History (WWII)	The war outside	978-0-316-31671-2	\$8.11		\$0.00

October 15, 2021

Dear Mr. Sena,

I welcome the opportunity to comment on the new Social Studies curriculum after having a wonderful teaching career of 25 years in Santa Fe Public Schools, and being selected as New Mexico's Teacher of the Year in 1988. I am so excited about the direction that the new curriculum is taking that I ALMOST would come out of retirement to teach it. I also want to thank the team that worked on this massive assignment which was no doubt time-consuming and required a great deal of discussion and research.

The introduction set the tone for the entire curriculum when it stated that it would be incorporating major historical themes such as class conflict, social justice, equity and diversity. The goal of developing leadership skills and critical thinking was woven throughout the curriculum. I was particularly excited to see events such as the Civil Rights movement, Rise of Conservatism, and the influence of the CIA in Latin America discussed. Teaching history from various points of view such as the Indigenous, Chicano, and African American will only enrich the students' understanding of our world today.

My only concern is that teachers receive the teaching materials including primary sources, to help them as they embark on this new adventure. I hope this comes from school district money and not from the teachers' pocketbooks.

Sincerely,



Judy Crawford

2132 Paseo Ponderosa
Santa Fe, NM 87501

Proposed social studies standards discussed

465N 10-22-2021

Miranda Cy Los Cruces Sun-News
USA TODAY NETWORK - NEW MEX CO

LAS CRUCES - The revising of social studies standards in public schools is a hot topic in New Mexico.

Educators and some community members say the standards are overdue for an overhaul. Some parents and other community members fear the proposed new standards place too much emphasis on how race and racism shaped the nation.

New Mexico Public Education Department Deputy Secretary Gwen Perea Warniment attended the Las Cruces Public Schools Board of Education meeting Tuesday to give a presentation on the new standards and the revising process.

The proposed standards expand on four "strands" of social studies that Warniment described as pillars of the standards. The four are history, geography, civics and economics. The new standards would also include ethnic, cultural and identity studies and inquiry.

"We want to have higher expectations for our students in terms of the rigor of how we teach in using application, higher level cognitive tasks," Warniment said.

The standards have not yet been implemented and the state is still asking for public feedback.

Before Warniment's presentation, 18 residents spoke during the public comment portion of the meeting. A handful of parents and other concerned community members criticized

See MEETING, Page 2A



New Mexico Public Education Department Deputy Secretary Gwen Perea Warniment visited the Las Cruces Public Schools Board of Education on Tuesday to give a presentation on the proposed social studies standards and the revision process.
COURTESY PHOTO

Meeting

Continued from Page 1A

the proposed standards, including for implementing "critical race theory" into the school system, for not allocating instruction to biblical history and for teaching the U.S. Constitution at a level that belongs in college.

The new high school guidelines include teaching students to evaluate and be critical of the U.S. Constitution and American political institutions.

"If this proposal is accepted, it will fundamentally alter how our children think about their constitutional rights and freedoms and protections," said Ann Garcia, who introduced herself as a parent, grandparent and concerned citizen.

Warniment addressed that concern specifically when she gave her presentation. She said that the new standards advise starting Constitution instruction in elementary school rather than high school.

"It's critical that that knowledge can be built in elementary," Warniment said. "Specifically at fifth grade, students will evaluate how the Bill of Rights shapes the rights of U.S. citizens. In eighth grade, the Bill of Rights, the standard says to critically read the Bill of Rights and supporting text to determine the narratives that were excluded from the original document in order to understand the history of what happened in the development of the delivery."

Warniment said the instruction in high school is built around the years of analysis and understanding of the Constitution students would now have.

"You don't get to that high level of analysis until you have a very strong foundation in that one document," Warniment said. "We want to have high expectations of our students. We expect and want them to have that level of analysis. Because we want to be able to have them engage in this type of discourse."

Warniment addressed critical race theory, defining it as a theory that views race as a social construct and looks at different sectors of society through a lens that observes how different races are disadvantaged in certain settings.

"Critical race theory should not be in the space of K-12 education," Warniment said. "It purposely is not in the social study standards."

Warniment said that because words such as diversity, equity, power and oppression are mentioned in these standards, people might think that critical race theory is involved. **She says it is not.**

"That is not critical race theory," Warniment said. "That's being historically accurate and ensuring that there's diversity of representation in the standards."

"We have always understood power and oppression in social studies," she said.

The process

This changing of teaching standards is a regular part of education. Standards for academic disciplines are typically updated about every 10 years to be sure the information students are learning is current.

Although the social studies standards were partially revised in 2009, this is the most significant revision in 20 years.

"It is about time that we update social studies. Not just us, but many, many states across the nation are updating social study standards," Warniment said.

With the combined efforts of 64 educators across New Mexico and taking inspiration from 10 other states' social studies standards, NMPED developed the proposed standards that can be found at <https://webnew.ped.state.nm.us/bureaus/literacy-l>

Although the standards are set by the state, the curriculum and instructional materials are adjusted by the district themselves, Warniment explained. How topics are taught, in what order they are taught and what materials are used to teach students are all set by the district, schools and individual teachers.

The NMPED encourages the public to make detailed comments on the revisions and their opinions on them.

On Friday, Nov. 12, NMPED will hold a public hearing from 1 to 3 p.m. in Mabry Hall in the Jerry Apodaca Education Building, 300 Don Gaspar Avenue, in Santa Fe. Speakers will have up to three minutes each to comment.

Aside from the scheduled public hearing, people can submit public comment before Nov. 12 by email to rule.feedback@state.nm.us, by fax to 505-827-6520 or by regular mail addressed to John Sena, policy division, New Mexico Public Education Department, 300 Don Gaspar Ave., Room 121, Santa Fe, NM, 87501.

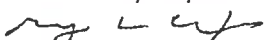
Miranda Cyr, a Report for America corps member, can be reached at mcyr@lcsun-news.com or @mirandabcyr on Twitter. Show your support for the Report for America program at <https://bit.ly/LCSNRFA>.

CRT a Misnomer

Since 1945, America has been the anti-racist nation (book by Kathleen Brush). The Critical Control Theory is a model by Saul Alinsky as how to create a socialist state (a book the Road to Serfdom by F.A. Hayek). The Critical Control Theory is about obtaining POWER-POLITICS-PREFERENCES versus the Critical Freedom theory of Principles and People (we are endowed by our creator with certain unalienable rights that among these are life, liberty, and pursuit of happiness - these are self-evident truths that all men and women are created equal). CRT and the Critical Control Theory is about Condemnation, Conformity, Cancellation, Captive, Collectivism, Cheating, Coercion, Centralization, Chains, Censorship, Categorical Imperative, Cancel Culture, Corruption, Confusion, Chaos, Conflict, Complaining, Confiscation and no Character. Read the Books by Shelby Steele -Shame, The Content of Our Character, and White Guilt. Also read the books, Blackout by Candace Owens, Red, White and Black by Robert I. Woodson SR, 1620 -a response to the 1619 project by Peter W. Wood, the Hate Crime Hoax by Wilfred Reilly the War on Cops by Heather Mac Donald, and American Marxism by Mark R. Levin.

Critical Control Theory--How to create a socialistic state by Saul Alinsky is based upon tyrannical control before one can obtain a socialist state. The first and maybe the most important are:

1. Health Care-control healthcare (COVID 19 was used to control people and dismantle civil liberties)
2. Poverty-increase poverty to control the poor to make it easier to control the voting for entitlements.
3. Debt-increase the debt to an unsustainable level that way create dependence and more control.
4. Gun Control. Take away the second amendment, so law abiding citizens are disarmed and punished and controlled by a police state.
5. Welfare- allows control of every aspect of life (food, housing, income, travel and freedom)
6. Education -CRT is state-sponsored racist, divisive, violates the Civil Rights Act, and Constitution. CRT teaches young Americans to hate their past, present and fear the future by ordering students to hate—as Hillary said irredeemable and deplorable. CRT affects the integrity of education through misinformation, disinformation and deception. State control education will produce falsehood and lies, while real education produces grace and truth. By controlling education, the state will control the indoctrination and false narrative of history.
7. Religion -control 1st amendment by outlawing God, CRT hates God and wants to dismantle the family and make the State God. The state wants a Godless society and remove the free exercise of faith and belief in freedom of conscience.
8. Military – Control the social engineering with CRT, destroying the morale and mission (Duty, Honor, Country)
9. Property -the taking, redistribution and control of your property by the state. No rights for Farmers, Ranchers, and private homeowners. The state takes /steal your guns so no private defense of person, family, and property.
10. Class warfare -divide and conquer by control over population with taxing -working for state gain.

In conclusion, read the book by Richard Bookhiser: Give me liberty, a history of American's exceptional idea! Individual liberty requires individual responsibility with God over Conscience
God bless Rory L Rank 



Handwritten notes at the top of the page.

2

HOW TO CREAT A SOLUTION

BY JOHN ALDRICH

When you are faced with a problem, get to work on it immediately. Do not waste time in thinking about it. The solution will come to you if you work hard enough.

First, define the problem. Write down what you know and what you want to find out. Then, think about the problem from all angles. Consider all possible solutions, even the most obvious ones. Do not be afraid to try something new.

Next, make a plan. Write down the steps you will take to solve the problem. Be realistic and make sure you have enough time to complete each step. If you get stuck, take a break and come back to it later. Sometimes, the solution will come to you when you are not thinking about it.

Finally, check your work. Make sure you have solved the problem and that your solution is correct. If you have time, try to find other ways to solve the problem. This will help you to become a better problem solver.

John Aldrich's 12 Rules for Making

the Simplest Solution Work

Handwritten notes at the bottom of the page.

Las Cruces Sun-News Feature

April 21, 2019

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Las Cruces middle schoolers learn 'Street Law' from NMSU professors

Students at Lynn Middle School have spent Friday mornings almost every week for the past semester engaged in "Street Law" classes, learning about topics such as civil, family, and criminal law from New Mexico State University criminal justice faculty.

New Mexico has consistently ranked low when it comes to child welfare, with recent findings from the 2017 Kids Count Data Book ranking the state 49th out of 50 for overall child well-being. Dona Ana County in particular has 38 percent of children living in poverty, 8 percent higher than the average for the rest of the state.

Those troubling statistics got the attention of Rory Rank, an adjunct faculty member at NMSU's criminal justice department, who proposed a more direct approach to reaching students in danger of engaging in criminal activities.

"You can do studies, you can do research, you can do data and all this," said Rank, "but the number one thing is action. You have to get out and actually provide the service and get involved."

Rank worked alongside fellow NMSU professors Steve Nance, William Corbett, and Andrea Joseph on developing and presenting the "Street Law" classes to the [grade level] students of Michelle Lucero's social studies class. The goal of the class is to both educate and deter at-risk youth from pursuing and engaging in illegal activity.

"Reaching kids in middle school...it's a place where we can start to address tough issues for children in more troubled backgrounds," said Nance, a visiting faculty member at NMSU and instructor of criminal justice classes at Dona Ana Community College.

Both Rank and Nance come from a deep background of working with kids in the criminal justice system. Nance is a former southern New Mexico warden and police officer, while Rank was a practicing attorney for 30 years, and formerly served as the supervisor of the Juvenile Division at the Las Cruces Law Offices of the Public Defender.

The "Street Law" classes are part of the community school initiative begun by Lynn Middle School in 2017. The program draws in outside resources from the Las Cruces community and brings them directly to the students who need them, in an effort to encourage their overall growth and well-being.

"Really, this whole community school system is an opportunity to harness the wisdom and the assets we have in the community," said David Greenberg, who is the district coordinator for community schools at the Las Cruces public school district, and who helped put together the "Street Law" classes. "And it's all about bestowing that wisdom on our students here at Lynn."

The Mayflower Compact (1620)

 morallaw.org/resources/key-documents/the-mayflower-compact/

The Mayflower Compact

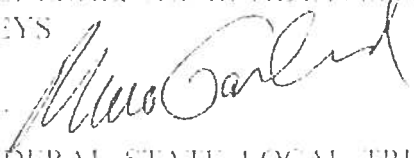
In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of England, France and Ireland, King, Defender of the Faith, e&. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia: do by these presents, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof to enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due submission and obedience. In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini, 1620.



Office of the Attorney General
Washington, D.C. 20530

October 4, 2021

MEMORANDUM FOR DIRECTOR, FEDERAL BUREAU OF INVESTIGATION
DIRECTOR, EXECUTIVE OFFICE FOR U.S. ATTORNEYS
ASSISTANT ATTORNEY GENERAL, CRIMINAL DIVISION
UNITED STATES ATTORNEYS

FROM: THE ATTORNEY GENERAL 
SUBJECT: PARTNERSHIP AMONG FEDERAL, STATE, LOCAL, TRIBAL,
AND TERRITORIAL LAW ENFORCEMENT TO ADDRESS
THREATS AGAINST SCHOOL ADMINISTRATORS, BOARD
MEMBERS, TEACHERS, AND STAFF

In recent months, there has been a disturbing spike in harassment, intimidation, and threats of violence against school administrators, board members, teachers, and staff who participate in the vital work of running our nation's public schools. While spirited debate about policy matters is protected under our Constitution, that protection does not extend to threats of violence or efforts to intimidate individuals based on their views.

Threats against public servants are not only illegal, they run counter to our nation's core values. Those who dedicate their time and energy to ensuring that our children receive a proper education in a safe environment deserve to be able to do their work without fear for their safety.

The Department takes these incidents seriously and is committed to using its authority and resources to discourage these threats, identify them when they occur, and prosecute them when appropriate. In the coming days, the Department will announce a series of measures designed to address the rise in criminal conduct directed toward school personnel.

Coordination and partnership with local law enforcement is critical to implementing these measures for the benefit of our nation's nearly 14,000 public school districts. To this end, I am directing the Federal Bureau of Investigation, working with each United States Attorney, to convene meetings with federal, state, local, Tribal, and territorial leaders in each federal judicial district within 30 days of the issuance of this memorandum. These meetings will facilitate the discussion of strategies for addressing threats against school administrators, board members, teachers, and staff, and will open dedicated lines of communication for threat reporting, assessment, and response.

The Department is steadfast in its commitment to protect all people in the United States from violence, threats of violence, and other forms of intimidation and harassment.

PAID ADVERTISEMENT

In Response to the article, "Critical race theory, equity and schools," published Monday June 28, 2021, by Myranda Cry

Ms. Cyr's article attempts to explain Critical Race Theory (CRT) and Culturally and Linguistically Responsive (CLR) - unfortunately, Ms. Cyr misses the mark by not explaining: (1) the roots of CRT; (2) its influence on CLR; (3) how the Yazzie / Martinez ruling has been misinterpreted; (4) and how these policies may be in violation of the Civil Rights Act.

The opinions quoted in the article are from a single source which attempts to distance CRT from the recent equity-based policies being implemented in both Las Cruces Public Schools and Gadsden Independent School District through their upcoming implementation of CLR in our educator's professional development.

CRT's inception comes from the work of progressive legal scholars who attempted to develop a set of definitions and ideologies accounting for the role of racism in American Law, along with pushing their opinions as being the preferred way to eliminate racism as part of a larger goal of eliminating all forms of subordination.

CRT's ideology revolves around the assertion that racism is a permanent component of American Society. It argues that racial-dominant groups subvert others through their self-interest, power, and privilege; that racial inequality, whiteness, and racial biases lead to deficit thinking; and that subordination of people is systemic in society and needs to be eliminated through social justice means.

Proponents of this ideology dismiss and diminish the civil rights successes we've attained over the last 60 years. They attack the notion that color-blindness, racial equality, and removal of racial differences, has not made an impact and instead further perpetuated the "status quo with all of its deeply institutionalized injustices to racial minorities" and by "dismissing the importance of race guarantees that institutionalized and systematic racism continues and even prospers."

The American Civil Rights movement itself is a critical moment in history in which whites, blacks, and people of other races and ethnicities have come together for a common cause. Many witnessed the collapse of systemic and institutional racism, and the creation of opportunities for all Americans, African-Americans, Asian-Americans, Hispanic-Americans, and other races and cultures.

The 14th Amendment, The Brown v. Topeka Supreme Court ruling of 1954, the Civil Rights Act of 1964, and other legislation supporting Equal Opportunities have made strides in our American Society by championing 'color-blindness', racial harmony and inclusivity. CRT and CLR violate and go against these strides.

Dr. Martin Luther King, Jr., would be questioning the judgement and wisdom of those who are pursuing the ideologies of CRT.

"Don't judge me by the color of my skin, but by the content of my character," - Dr. King

The LCPS School Board has used dangerous ideology in their drafting of the Ethnic Studies and recently adopted JBC Policy, under guise, misuse, and attempt to redefine, the terms "equity," "cultural fairness," and "social justice."

At our state level, the New Mexico Public Education Department (NMPED), recently published its "Culturally and Linguistically Responsiveness Guidance Handbook," which has direct references to this dangerous CRT ideology. This is explicitly seen in the Four Areas of Culturally Responsive Pedagogy: Academic Success, Cultural Integrity, Critical Consciousness, and Equity. NMPED's adoption of this 'pedagogy' perpetuates social inequalities; depicts hostile classroom environments; over-emphasizes culture as the only lens through which to educate; indoctrinates students by encouraging sociopolitical consciousness to critique the cultural norms, values, and morals; and implies that students' cultural and linguistic backgrounds are a deficiency towards their success in the school system.

Our community of Las Cruces has not voiced a need for these ideological policies. With the demographics of Las Cruces, being in line with New Mexico's minority-majority at over 60 percent Hispanic, we need to question whether there is a need for such a policy and if this policy will directly help and improve our students' academic endeavors.

How will these dangerous policies address our student's reading, math, and science proficiencies being below 50 percent? How is shifting from academic-based education to value-based education going to be beneficial to our students and our community?

New Mexico has unique challenges as described in the Yazzie/Martinez ruling. To be clear, 2018 ruling focused on the challenges unique to New Mexico where limited access to Technology in Education did not provide an even level playing field for all students in New Mexico. The outcome of that ruling was to address the technology access challenges in ensuring broadband is available to all students, and technology is available in the classroom as well.

This ruling has been hijacked to justify the pursuit of 'equity-based' policies. Access to technology is not an equity or CLR issue - it's common sense, and our State Legislature has purposely ignore this challenge.

These CRT inspired policies include obscure language intended to confuse the community. Language such as "to validate and infuse student's home culture, language, identity, and socioeconomic status in learning environments" imply that each individual student lacks any capability of success other than their cultural and language backgrounds. Who gets to determine the relevant factors for each student's success, since every family in Las Cruces is unique and different? Will the school district adopt class-groupings through stereotypes?

This is blatant racism.

The redefinition of equity and equality via these policies is profound: equity is defined as "negotiating, re-allocating, and sometimes reimagining resources, opportunities, and supports when equal distribution of these things results in inequitable outcomes that do not adequately meet specific needs and interests of all groups of students."

This blatantly ignores that each individual student is given equal opportunities for success and that each family is empowered to take advance of these opportunities.

The teachings of this ideology should not be forced on anyone in our school system. The divisive concepts perpetuated by this ideology and policies should never be incorporated in any curriculum. Ultimately, parents need to be given the right to approve or disapprove any implementation of this policy in our student's classrooms or infusion into the curriculum.

There have been numerous minorities and those of lower economic means who have thrived in our country - proponents of CRT deny this and imply struggle akin to Cultural Marxism's class struggle and warfare.

Indoctrination of this ideology in our education system goes against the founding principles of this Country.

Our Educators and Students do not deserve this.

Signed - We The People, Concerned Citizens, Parents and Grandparents of Las Cruces, New Mexico

AD PAID FOR BY R. REYNAUD & J. GARCIA - 2862412604 - JILLUNGLF10@GMAIL.COM

Our kids are our future

We demand NM schools stop failing over 70% of our students, who are not proficient in English or Math. Far-left dog-whistler Peter Goodman tells us we should trust the leftists who control the LCPS school board. Surprised Mr. Goodman didn't call LC parents "terrorists" along with "fact-denying ideological zealots". The Proposed Curriculum has NMPED Deputy Secretary Dr. Warniment stating, "*There is a lot that has happened and granted we teach differently not just based on facts and we were actually trying to shift away from merely fact-based teaching because that's what we actually have Just in Time Knowledge for.*" Who are the fact deniers? (Video Time: 1:53:08, 10/19/21 Board mtg).

The board has wasted months passing their Policy JBC "Equity and Excellence" policy (JBC). How is it "equitable" that the majority of our graduates are ill-equipped to pursue their education or be workplace ready? Instead JBC seeks to "infuse" the curriculum with ethnic studies and to group students into identity categories. This is not education. JBC will produce students susceptible to "group think" and future exploitation by partisan politicians.

Real education draws out the hidden talents of individual students. Yet now through a misguided "equity" policy, the current LCPS board will force our schools to teach that individualism is bad; that hard work and striving for excellence (an individual choice) are less important than group identifications.

Candidate Robert Wofford has been an educator for decades and stated that "George Washington is a myth of our youth" view of history (comment from the last debate). How much Marxist/cancel style ideological contamination has been imposed on the past generations of LC students without the parents being aware?

Is this radical, racial and destructive ideology what we want pushed forward in our schools?

Schools need to teach the basics. VOTE conservative.

Ad paid for by J. Garcia.

What Does It Mean to Be “Trauma-Informed?”

The National Child Traumatic Stress Network (NCTSN) defines all trauma-informed child- and family-service systems as

“one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, staff, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery or adjustment of the child and family, and support their ability to thrive.”

In order to create, support, and sustain these elements specifically in schools, a tiered approach is suggested to create an environment with clear expectations for everyone, open communication, and a collective commitment to a safe and nurturing school culture. The tiered approach describes how trauma-informed practices can be applied both universally as a preventative approach and to help those in need of more intensive support. The aim of a trauma-informed tiered approach is to create a school-wide environment that addresses the needs of all students, staff, administrators, and families who might be at risk for experiencing traumatic stress symptoms. There are many ways to weave trauma-informed approaches into the fabric of schools, including strategic planning by administrators, approving trauma-informed policies, staff training, direct intervention with traumatized students, and building knowledge and communication in a variety of domains, all with a focus on creating and supporting academic achievement, behavioral competence, and mental health of all students, families, and staff.

The Challenges

While healing from trauma and loss exposure is possible with the appropriate level of support, before these supports are present many students may experience a range of reactions including behavioral changes, emotional distress, grief, difficulties with attention, academic failure, nightmares, or illness. These reactions sometimes develop into psychiatric disorders, including posttraumatic stress disorder (PTSD), anxiety, and depression.² It is critical to highlight that even when a traumatic event does not result in clinical symptoms/behaviors consistent with traumatic stress, it can have a serious impact on the developmental trajectory of a youth across all major domains of functioning (e.g., physical/health, cognitive/learning, behavioral, social/emotional).

Trauma and traumatic stress reactions such as the symptoms and behaviors described above can disrupt the school routine and the processes related to teaching and learning not only for the child who experienced the event, but also for his or her peers, classroom environment, teachers, as well as staff. The ability to read, write, solve math problems, and engage in discussion requires attention, organization, comprehension, memory, the ability to produce work, engage in learning, and trust. These activities also require students to have the capability to regulate their own attention, emotions, and behavior.³ Students traumatized by exposure to violence are at increased risk for displaying emotional dysregulation, disruptive behaviors, declines in attendance and grade point averages, and more negative remarks in their cumulative records than other students. They may have increased difficulties concentrating and learning and may engage in unusually reckless or aggressive behavior.⁴ It is important to note that recent research highlights the unique impact of grief and loss when youth are exposed to traumatic events. Grief and loss reactions can heighten traumatic stress reactions and worsen symptoms such as feeling disconnected from others, strong negative reactions to relationships, and general disengagement from school.⁵



What Does a Trauma-Informed School Look Like?

Trauma-informed approaches within any system aim to adhere to the “4 Rs”:

- Realizing the widespread impact of trauma and pathways to recovery
- Recognizing trauma signs and symptoms
- Responding by integrating knowledge about trauma into all facets of the system
- Resisting re-traumatization of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.⁹

More specifically, a trauma-informed school system (pre-school – 12th grade) is one in which all administrators, staff, students, families, and community members recognize and respond to the potentially negative behavioral, relational, and academic impact of traumatic stress on those within the school system including children, caregivers, teachers, other school staff, as well as on the system itself. Such a school system provides trauma awareness, knowledge, and skills as part of the fabric of the school culture, practices, and policies and acts in collaboration with those who are involved with the child, including students' families, community agencies, leaders, and law enforcement, using the best available science to facilitate and support the recovery and resiliency of the school community. Specifically, a trauma-informed school promotes a safe and welcoming climate; seeks to create a structured and predictable learning environment that minimizes unnecessary trauma and loss reminders; focuses on building positive and attuned relationships between teachers and students, and among school staff; has anti-bullying and suicide prevention programs; and uses a balanced restorative justice (a.k.a. restorative practices) approach to conflict and conflict mediation with appropriate disciplinary action.

In essence, a school that is trauma-informed recognizes the relationship between and alignment of trauma-informed core areas with social, emotional, and behavioral learning practices, disciplinary response, classroom management, and student and professional supports. It acknowledges the impact that mental health can have across all major developmental domains (physical/health, cognitive/learning, behavioral, social/emotional) both inside and outside of the classroom, as well as how the scholastic experience can influence mental health. Given that the relationship between mental health and academic achievement is bidirectional and highly correlated, a trauma-informed school nurtures this relationship while maintaining its primary focus on educational outcome.

The Role and Goal of this Framework

The NCTSN System Framework for Trauma-Informed Schools provides strategic guidance in order to achieve the vision of a trauma-informed school described above. It is not a prescriptive roadmap for a one-size-fits all approach. Instead, it includes core areas that will help to focus educational system improvements and organizational changes. These core areas can be applied to each of the three intervention tiers to create a trauma-informed environment within the school system while identifying those who are at risk or might need more intensive support to address their traumatic stress or loss symptoms.

System Framework

Although the framework attempts to break down the complexity of a school system and its environment into discrete components, no single core area should be viewed in isolation. Only in totality can the framework serve to help create, support, and sustain a trauma-informed school.¹⁰ The framework for trauma-informed schools that follows applies to Pre/K-12. It is rooted in the Multi-Tiered Systems of Support (MTSS)¹⁰ framework pyramid, which is a multi-tiered approach for the early identification and support of students with learning and emotional/behavior needs. The framework not only infuses all three tiers of the MTSS (see diagram below) with trauma-informed concepts and practices, but it also recognizes and addresses the broader contexts in which these tiers operate: school environment/culture, community, and family partnerships.

CORE AREAS OF A TRAUMA-INFORMED SCHOOL

A trauma-informed school recognizes that trauma affects staff, students, families, communities, and systems. Thus organizational support, partnerships, and capacity-building are essential. The following represent 10 Core Areas for a trauma-informed school system and relevant tiered approaches within each area. Note: ▲1=Tier 1; ▲2=Tier 2; ▲3=Tier 3

I

Identifying and Assessing Traumatic Stress

The school recognizes and values identification of students that are vulnerable to traumatic events as an important prevention and intervention strategy with an intentional and transparent plan to use information to help a student attain educational goals. This requires implementing a tiered approach to identifying students for trauma-related mental health problems when indicated. Such factors include (but are not limited to) significant changes in key developmental domains (physical/health, cognitive, behavioral, social/emotional) as well as disruption in the student's academic performance, attendance, or pattern of school engagement. A tiered approach includes a diversity of strategies beginning with parent and family engagement and sustaining engagement throughout the process.

▲1 **Systematically Assessing School-Wide Trauma-Informed Practices.** The school employs an organizational assessment that requires identification of trauma-informed policies, practices, and/or procedures to support students and staff.

▲1 **Standard Protocols for Considering Trauma-Exposure.** School personnel are prompted routinely to consider the presence and/or impact of trauma exposure on student academic and behavioral performance. This includes observing signs, symptoms, and risk factors related to a potential traumatic event, and addressing barriers to support youth facing these challenges. Staff use trauma-related and/or routinely collected data to inform decisions about students in a systematic manner (e.g., attendance, grades, nursing visits, behavioral incidents). Staff meetings, student performance reviews, and other standard protocols for regularly assessing student performance while integrating trauma-informed considerations.

▲2 **Trauma Screening for Behavioral Referrals.** The school includes as a primary response to behavioral referrals a screening for traumatic experiences and traumatic/loss stress reactions using evidence-based screening tools. When traumatic exposure or traumatic/loss stress reactions are identified, a more comprehensive assessment is conducted to direct future interventions.

▲3 **Ongoing Monitoring of Traumatic Stress Responses.** The school makes available ongoing assessment that is aligned with ongoing intervention of traumatic stress reactions for students experiencing ongoing academic, behavioral, and mental health challenges.

II

Addressing and Treating Traumatic Stress

Adequate supports are available for all school stakeholders who have directly or indirectly experienced traumatic events or are at risk for exposure. Stakeholders include students, families, teachers, administration, and additional school personnel. Referral and access to evidence-based prevention and intervention resources are available and adapted to the needs of service recipients. Provision of services are systematically linked to protocols for identifying individuals exposed to trauma and loss. Routine reviews of service referral and provision are conducted to ensure effectiveness.

▲1 **De-stigmatized Self-Referral Options.** Students and school personnel are made aware of support services available. Schools provide options for self-referral that reduce stigma about mental health. Individuals are encouraged to connect with services when necessary. Service options are made available in the community to support privacy preferences.

IV

Partnerships with Students and Families

Trauma and loss involves experiences of powerlessness and isolation that can make students and families less likely to trust school institutions and authority figures or to fully participate in programs created to support their trauma recovery. It is therefore essential to empower students and family members as partners in the creation of a trauma-informed school as well as in the planning of trauma-informed practices. While limits exist for who the school can engage within the student's family directly, a trauma-informed lens recognizes the impact of caregiver, sibling, and other important family member's life experiences in an effort to enhance a school's ability to address adverse life experiences for the student and find practical opportunities to maximally address challenges facing students. Specifically, this supports student engagement academically and addresses potential trauma-related factors that are impacting students at home. Particular efforts should be made to build meaningful partnerships among students, families, caregivers, and school staff in order to better support students who have experienced trauma and loss; and to create, implement, and sustain trauma-informed programs and practices. Students and families are actively engaged in student-specific assessment of strengths and needs and the development of individualized education and treatment plans. Students and families are also actively engaged in school-wide planning and implementation efforts to address trauma, including the development of school-wide policy, protocol, and guidelines to create a trauma-informed school climate and to implement trauma-informed practices. Schools should embrace practices that incorporate peer and parent support and guidance.

▲ 1 Education for Parents/Caregivers. The school, together with community partners, teach parents about the effects of stress and trauma on children's brains and bodies, and instructs them in how to develop skills for coping with stress to bolster student's learning-readiness and a sense of psychological safety (feeling and believing one is safe).

▲ 1 Education for Students. The school provides education to students about the effects of stress on their brains and bodies, as well as stress management strategies such as slow breathing, mindfulness, effective problem-solving, and asking for help.

▲ 1 Engagement in Program Planning and Implementation. The school engages students and families/caregivers in the process of creating trauma-informed schools at all levels. School staff and administrators collaborate with students and families to develop practices that will best address their needs and implement those practices in ways that make them most useful, effective, and accessible. On an organizational level, schools partner with students, families, and caregivers when making decisions regarding the development and implementation of programs.

▲ 2 Families are an important Source for Identifying Students In Need of More Support. Parents and caregivers want their children to succeed in school and often need assistance themselves in learning ways to help their child. Therefore, they are a primary source for identifying students in need of more individualized planning and support.

▲ 3 Engaging Families in Treatment. The treatment process must engage both youth and families as actively as possible. Providers should partner with families to address safety issues and concerns, define their needs and hopes for treatment, explore their role in their child's treatment, and regularly provide input about how their child is doing. A general understanding about issues parents may face such as managing personal stresses, difficulties sleeping, or interpersonal challenges should inform interventions. Families should have an easy and accessible mechanism for providing frequent feedback to the school and to the treatment provider.

V

Creating a Trauma-Informed Learning Environment (Social/Emotional Skills and Wellness)

The school creates a safe environment by promoting healthy interactions among students and staff and teaching social/emotional skills and self-regulation skills. In a trauma-informed approach, the school promotes the wellness of all students, ensuring they feel safe and supported physically, socially, emotionally, and academically. School personnel model healthy social/emotional skills and integrate trauma-informed practices with other

tural brokers (members of the student's community tasked with translating cultural practices for school) engage with the school to act as a bridge between school and community, especially when a family is reluctant to engage in health and trauma-informed services. Interventions recognize and address the impact of traumatic stress that can result from societal oppressions such as racism, xenophobia, homophobia, and sexism.

VII

Emergency Management/Crisis Response

The school has clear and well-communicated procedures to address emergencies before, during, and after an event. Trainings and drills that involve students and school staff must be delivered in a trauma-informed manner, which includes special attention to those who have been previously traumatized and adapting protocols to reduce the impact of these exercises. The school develops a comprehensive protocol for all hazards and trains staff, students, and partners in those procedures.

▲ **1 Comprehensive Emergency Operations Plan.** Schools consider all threats and hazards, provides for the access and functional needs of the whole school community, considers all settings and all times, and creates a collaborative process for regularly revising this plan. Schools Emergency Operations plans should be developed and maintained by various representatives from administration, staff, parents, and community representatives (e.g., law enforcement, fire officials, mental health practitioners).

▲ **1 Staff and Partners Informed of Emergency Procedures.** Staff and partners should be well informed about the Emergency Operations Plan, including the protocol for communications with individuals inside the school and their parents/caregivers. The whole community should regularly practice the plan using different drills and exercises. Staff should also be trained in appropriate early interventions for when an emergency takes place, such as Psychological First Aid.

▲ **2 Threat-Assessment.** The school should create and maintain a comprehensive threat assessment protocol which includes a multidisciplinary school threat assessment team for early identification and intervention of potential targeted acts of violence.

▲ **3 Recovery Services.** In the aftermath of a crisis, a team of trained professionals, which may include school staff, provides evidence-based and trauma-informed screenings and intervention following the crisis to ensure adequate support for individuals impacted by the crisis. To facilitate recovery, when necessary, the school provides both short-term supports to stabilize students affected by an immediate crisis and long-term supports in the aftermath to facilitate recovery and adjustment.

VIII

Staff Self-Care and Secondary Traumatic Stress

The school trains staff in social/emotional skills that promote the physical, social, emotional, and academic wellness of all teachers and staff, and support school climate of physical and psychological safety. Additionally, schools identify sources of secondary traumatic stress (STS) for teachers and staff and intervene to mitigate and/or manage stress.

▲ **1 Work Responsibilities Consider Self-Care Practices.** School administration and key decision-makers consider the impact of school staff assignments, general workload, and exposure to students displaying traumatic stress reactions on staff mental health. Plans for addressing barriers to a supportive professional environment and incorporating feedback from school staff should be implemented. Wellness practices are encouraged and offered regularly to reduce staff stress.

▲ **1 Prevention and Awareness of Secondary Traumatic Stress (STS) in Educators.** Schools provide training for staff to understand the signs of secondary traumatic stress and the ways to prevent STS and burnout. A support structure that promotes help seeking should be available to support the self-care of its staff, teachers, and administrators. Offerings of wellness activities and promoting routine health care is another critical component to supporting staff well-being.

vide clear and consistent messages among partners—including all levels of school governance, federal agencies, state and local government—articulating a clear, strong, coordinated message that trauma-sensitive schools are a priority. Schools and districts build and maintain organizational infrastructure, including the support of local “champions,” to sustain trauma-informed practices. These practices include ongoing assessment of the effectiveness of trauma-informed policies, practices, and procedures.

▲ **1 Resource Mapping and Service Access.** Schools, community agencies, and state and local governments collaborate to ensure support services are an integral part of trauma-sensitive whole-school environments and that they connect students to their school communities. Further, schools and partners should routinely generate a catalogue of services available at the school and in the community. These services should be based on screening and assessment outcomes and delivered to students with fidelity to evidence-based principles.

▲ **2 Multidisciplinary Team-Based Approaches.** The school uses team-based approaches for problem-solving, decision-making, and action planning to support students receiving Tier 2 level intervention efforts. Teams facilitate student eligibility and placement into Tier 2 group interventions, monitor progress and effectiveness of interventions, and collectively collaborate to make adjustments to the student’s intervention plan.

▲ **3 Consultation and Partnership with School Staff and Community Members.** Intensive trauma-informed school-based individual and family interventions should include consultation with school staff and wrap-around services. Partnerships in the community that can maintain youth safety and where youth may utilize services should be established in child welfare and residential settings, justice settings, or law enforcement settings.





Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework

BACKGROUND AND OVERVIEW

The primary mission for schools is to support students in educational achievement. To reach this goal, we know that children must feel safe, supported, and ready to learn. As schools strive to accomplish this for all students—regardless of strengths, needs, and capacities—schools must recognize the influence of the students' personal experiences on their learning and achievement. Children are exposed to violence and trauma at an alarming rate in the United States. By age sixteen, two-thirds of children in the United States have experienced a potentially traumatic event such as physical or sexual abuse, natural disaster or terrorism, sudden or violent loss of a loved one, refugee and war experiences, serious accident or life-threatening illness, or military family-related stress. Many children, with support, are able to heal and overcome such traumatic experiences. However, a recent report examining the impact of adverse childhood experiences (ACEs) on academic outcomes found that communities with higher ACE scores had higher rates of suspension and unexcused absences and lower rates of graduation from high school and progression to post-secondary school than communities with relatively low prevalence of ACEs.¹ Not only are individual children affected by traumatic experiences, but other students, the adults on campus, and their communities can be impacted by interacting or working with a child who has experienced trauma. Thus, as schools maintain their critical focus on education and achievement, they must also acknowledge that mental health and wellness are integrally connected to students' success in the classroom and to a thriving school environment. This framework illustrates why becoming "trauma-informed" should be an essential component of the overall mission of our education system.

This framework will help schools and sites who partner with schools have a better sense of the areas to address when working towards a more trauma-informed school.

Repeated childhood exposure to traumatic events can affect the developing brain and nervous system, such that the brain is more easily triggered into survival mode even when there is no actual danger present. When areas of the brain associated with survival are triggered and highly activated, the thinking and learning areas of the brain are bypassed and largely “go offline.” Further, exposure to chronic trauma is associated with an increase in health-risk behaviors such as smoking, eating disorders, substance use, and high-risk sexual behaviors leading to teen pregnancy and sexually transmitted infections.³ In the classroom, behaviors resulting from exposure to trauma can lead to reduced instructional time, suspensions, and expulsions. Long-term results of exposure to violence include reduced graduation rates, along with increased incidences of teen pregnancy, joblessness, and poverty.⁶

School environments that do not recognize when externalizing behaviors and emotional dysregulation of a student are a result of trauma and loss may respond in a punitive and potentially harmful way. Students who have been exposed to trauma are at increased risk of receiving out-of-school discipline.⁷ Historically, schools and districts have responded to a broad range of student behaviors by implementing zero tolerance policies, resulting in suspensions and expulsions for drug use and violence as well as minor infractions such as “willful defiance.” Although zero tolerance policies are aimed at improving safety on school campuses, unintended consequences can result such as greater school dropout and justice system involvement of those who are suspended or expelled from school. Out-of-school discipline also disproportionately affects African American students, who are four times more likely than their White peers to be suspended, a trend that begins in preschool. Schools may also inappropriately respond to defiant behavior by relying on a show of force by police.⁸ Collectively, these well-intentioned policies and practices can undermine feelings of safety for students impacted by trauma and inadvertently contribute to a school climate counter to many principles of a trauma-informed approach.

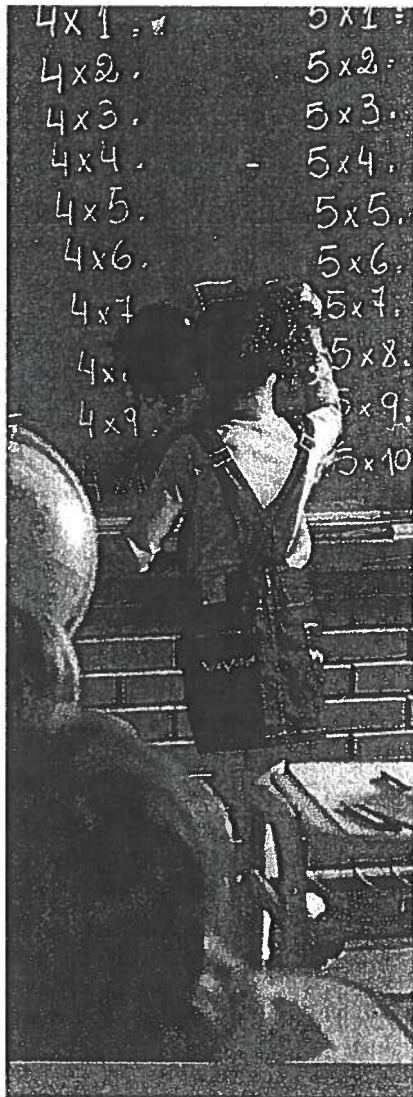
The Opportunities

Traumatic stress can arise from a variety of sources, both internal to the school environment and external, such as bullying, school shootings, dramatic weather events, community or domestic violence, grief due to loss of a loved one, and even the day-to-day exposure to events such as divorce, poverty, homelessness, abuse and/or neglect. Children and adults can be affected by traumatic stress. Having the tools and strategies to identify, address, and manage traumatic stress empowers all stakeholders involved with the school community, and supports their primary pursuit of educational achievement.⁶

School personnel are uniquely situated to identify, respond to, and be impacted by students’ traumatic stress symptoms due to their central role in children’s lives and their continued assessment of children’s learning abilities and relationships with peers and school staff. The goals of schools that pertain to student learning, test scores, and successful outcomes are directly impacted by children’s traumatic experiences, so addressing students’ trauma and loss symptoms is essential for meeting those goals. School personnel have the ability to change the course of children’s lives while meeting their own systems’ goals through teaching children skills to regulate their emotions and behaviors, partnering with families to strengthen children’s relationships with adults in and outside of the school, and allowing them to develop their academic potential.¹

Trauma-informed schools build resilience by preparing schools to be responsive to the needs of their constituents with seamless, accessible social, behavioral, and emotional supports involving all school community members, as well as access to evidence-based, developmentally appropriate, child and family services. This requires the engagement of all administrators, educators, and staff, as they are each involved with the daily life of students who have experienced trauma and loss.

Strengthening systems is particularly important when working with diverse and vulnerable student populations including ethnically and culturally diverse youth, sexual minorities, developmentally-delayed students, and youth with linguistic diversity. Trauma-informed approaches are most effective when implemented during a student’s initial encounter with early learning systems (e.g., pre-school, head-start) and are sustained throughout their educational experience.



Within each of these tiers are strategies that are critical to creating a trauma-informed school. These include practices that influence the day-to-day interactions among educational staff, students and families, organizational policies and procedures, and community capacity-building strategies. All of these—inside the school and in the family and community contexts—are essential to support the overall culture, practice, and structures for a trauma-informed school. While it is noted that education and mental health perspectives for serving student social/emotional needs may differ, the following framework is intended to integrate these perspectives and highlight the core areas necessary to implement and sustain trauma-informed practices in a school.

Tier 1

**Safe Environments and Universally Healthy Students /
Creating and Supporting a Trauma-Informed School Community**

Schools transform on a number of levels to create and support safe environments that promote healthy and successful students and staff. This foundational work is Tier I of the MTSS pyramid and necessary to support strategies across the entire pyramid.

Tier 2

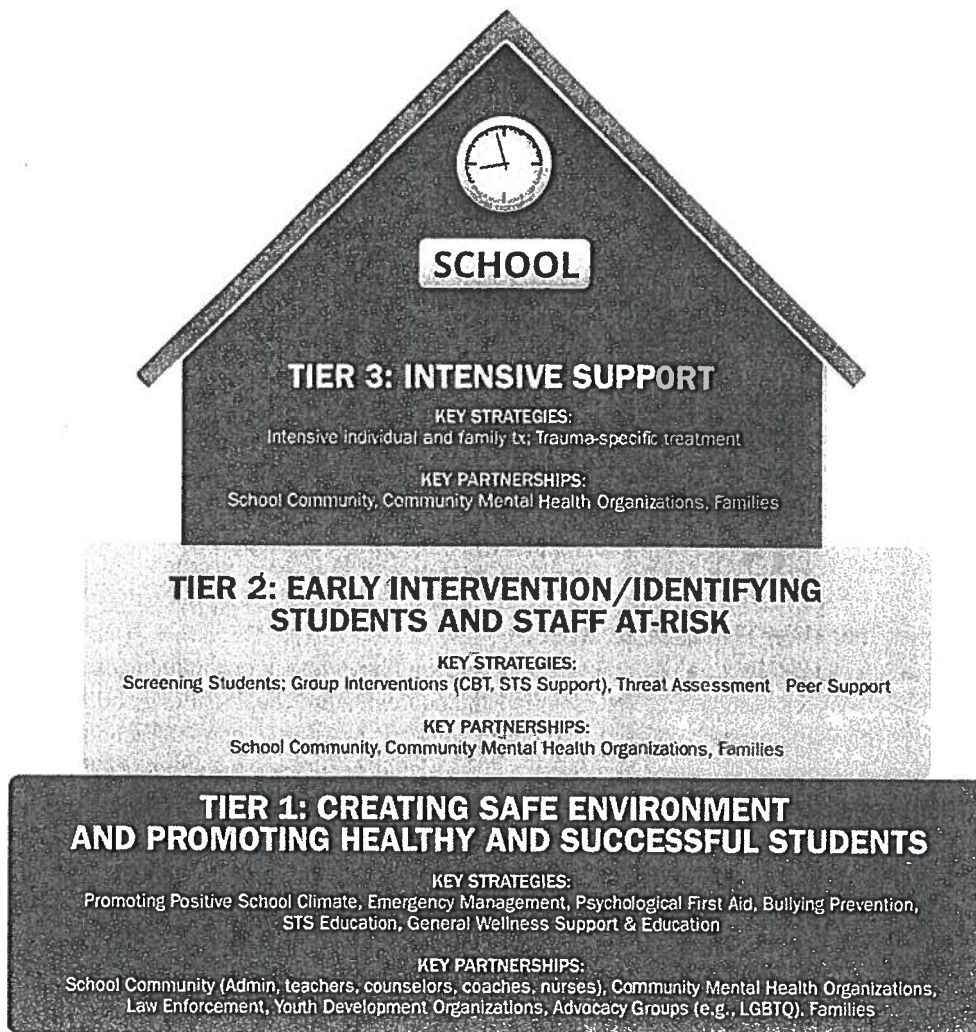
Early Intervention/Identifying Students and Staff At-Risk

Schools identify and respond to students and staff who are at-risk or have been exposed to trauma and/or loss in ways that meet their unique exposures, experiences, developmental, and personal needs.

Tier 3

Intensive Support

Schools provide support to those students whose behaviors and experiences necessitate intensive interventions and aim to meet their unique exposures, experiences, developmental, and personal needs.



2 Early Interventions. Based on screening results, the school provides trauma-informed, evidence-based, resiliency-building early interventions. Interventions for schools may include cognitive-behavioral or mindfulness strategies, treatments for youth identified at risk for traumatic stress, grief, or depression; or referrals to trauma-informed services that address behaviors such as substance abuse. Schools also provide opportunities for educators to employ in-class supports that address behavior in a trauma-informed manner.

2 ▲ 3 Trauma-Informed Behavior Support Plans. The school's behavioral support planning team incorporates an understanding of trauma, trauma and loss reminders, trauma's impact on key developmental domains, and evidence-based practices for supporting children experiencing traumatic stress into its behavior support planning process.

2 ▲ 3 Trauma-Informed Special Education Services. School-based Individualized Education Plan (IEP) team members incorporate an understanding of trauma, trauma and loss reminders, trauma's impact on key developmental domains, and evidence-based practices for supporting children experiencing traumatic stress into its IEP planning process.

▲ 3 Referring for Services. Educators and school staff refer students to evidence-based trauma-informed treatments as needed when the school is unable to meet their trauma-based mental health needs. The school develops strong relationships with community providers of trauma-informed care.



Trauma Education and Awareness

Professional development for educators, administrators, and allied professionals and partners is routinely offered with the goal that the entire community will share the understanding of trauma's impact on learning and will build student coping and protective skills. This will be done by using a whole-school inquiry-based approach to creating trauma-sensitive schools. Schools and districts work to create local policies that support trauma-informed practices and have adequate staffing to perform screenings, provide services, and create an effective infrastructure to achieve the administrative functions necessary for effective implementation of trauma-informed policies, practices, and procedures.

▲ 1 School Mission and Vision. The schools' academic mission recognizes (formally and in practice) that addressing trauma and behaviors associated with exposure to trauma and loss is key to improving academic outcomes.

▲ 1 Professional Development. Trauma literacy is a key component of professional development for school administrators, teachers, and staff. Building on a strong foundation of therapeutic and crisis management practice in schools, trauma literacy helps staff recognize the continuum of trauma in children and its impact on academic achievement and development. Leadership and staff share an understanding of trauma's stress on the brain and body, student learning, their behavior, and the need for a school-wide approach to develop skills for coping with such stress.

▲ 1 Psychoeducation for Students on the Effects of Stress and Trauma. The school provides health and psychoeducation to students about the effects of stress and trauma on the body; how to develop healthy coping skills for managing stress; promotes associations and activities that nurture healthy peer and family relationships and connections to community organizations; and incorporates practices to increase students' resilience and protective factors. For youth who have recently experienced a loss, the school provides grief-specific psychoeducation and supports. Psychoeducation empowers youth to seek services when necessary.

2 Developmentally Appropriate Trauma-Informed Responses. The school recognizes that trauma can impact development. A child's developmental level should be considered when addressing their educational needs, including classroom structure and individualized supports. For younger students, the recognition that the adults in these children's lives may have to provide additional support to help them thrive. It also recognizes that certain students may have developmental delays or intellectual disabilities that require specialized trauma-responses.

school-wide behavioral programming. Protocols to address bullying, identify threats, harassment, bigotry, inequity, and other behaviors that compromise the safety of the learning environment are clearly outlined and employ a trauma-informed perspective.

▲ 1 Promoting a Safe School Climate & Education about Trauma. By promoting healthy activities and utilizing protective factors that include connections to community organizations and practices to increase students' resilience and coping skills, schools create an environment that leads to healthier student interactions with others and a school that feels physically and psychologically safer for all its members.

▲ 1 Predictable and Supportive Learning Environments. The school uses an understanding of trauma to deepen and augment school-wide practices to create a predictable and supportive learning environment that minimizes unnecessary trauma and loss reminders.

▲ 1 Developing Sense of School Community. The school explicitly connects students and teachers to each other, to the schools' programs, and to the rest of the school community—including the promotion of teacher peer consultation and support models.

▲ 1 2 Teaching Social Skills. The school provides training for staff and curriculum implementation for students on creating, sustaining, and promoting a positive and safe learning environment. Content includes conflict resolution, problem-solving skills, social communication, emotional/behavioral literacy, bullying prevention, and suicide prevention. The school recognizes that unhealthy social conflict between peers can have serious developmental consequences and negatively impact the mental health of all youth involved. Consequently, the school proactively addresses bullying/cyberbullying by educating staff, students, and families in bullying awareness, relevant social skills (empathy, friendship, assertiveness) and effective response and repair strategies. Providing targeted supports for youth at risk of displaying behaviors that adversely impact the psychological and physical safety of others is an important supplement to universal supports.

▲ 3 Safe Spaces for Students. The school develops and designates safe spaces inside and outside of the classroom for students to calm themselves after exposure to trauma and loss triggers. Safe spaces provide opportunities for students to self-regulate when experiencing behavioral and emotional challenges.

VI

Cultural Responsiveness

The school recognizes that there are cultural differences in experiences, interpretations, and responses to trauma. For students seeking help after a trauma, the school ensures that responses of school staff are culturally appropriate. The school also works to actively counteract the effects of historical trauma, societal oppression including implicit and explicit bias, and institutional oppression including eliminating disproportionality in punitive and exclusionary (out-of-school) discipline practices.

▲ 1 Cultural-Responsive Approaches Integrated School-Wide. Professional development and supervision of school personnel are infused with strategies for understanding cultural perspectives and traditions of students and their families, as well as strategies for actively counteracting the effects of implicit and explicit bias on an institutional level and in individual interactions. Connecting with community partners who can enhance cultural responsiveness and support cultural brokering (partnering with a community member to champion trauma-informed practices) is a priority.

▲ 2 Address Systemic Practices Countering Cultural-Responsiveness. The school reviews policies and procedures to identify and address standard practices that may adversely and disproportionately impact specific groups of students and exacerbate traumatic stress or loss reactions. The school also pays particular attention to cultural practices of families, such as disciplinary practices, in a manner that protects the student while respecting and understanding the cultural frame of the family.

▲ 3 Adapting Interventions Using Cultural-Responsive Strategies. Evidence-based practices are adapted to the students and their families in an attempt to reduce stigma and increase effectiveness of service utilization. Cul-

▲ **2 In-School Supports for Educators.** Peer supports and stress-management are provided for educators displaying signs of burnout and/or STS. Schools integrate protocols for checking in with educators (in a non-punitive manner) to assess their level of need.

▲ **3 Support Services and Employee Assistance Programs Availability.** School staff have access to resources after experiencing potentially traumatic life events or exposure to substantial levels of stress in their professional or personal lives. Access and utilization of these resources are provided in non-stigmatizing ways. Ensure that Employee Assistance Programs (EAPs) and insurance companies offer trauma and loss-specific evidence-based practices.

IX

School Discipline Policies and Practices

The school includes a trauma-informed lens in the review and revision of discipline policies and practices. The impact of traumatic life experiences on students' behavior and home life is considered when administering discipline. Disciplinary actions should be aimed to address the safety of those in the school environment and to utilize available resources to help students learn skills that support reintegrating into the school.

▲ **1 Standard Discipline Procedures Are Trauma-Informed and Equitable.** Schools refrain from using zero tolerance policies and out-of-school discipline procedures as a primary disciplinary tool. Schools also refrain from unnecessarily calling on school resource officers (SRO) for punitive responses to student behaviors and integrates SROs into non-punitive school activities to increase trust. Schools should consider whether traumatic event exposure plays a role in student behavior and communicate behavioral expectations and disciplinary actions in a clear and consistent manner. Disciplinary procedures are implemented in an equitable way that eliminates disproportionality in disciplinary practices.

▲ **2 Disciplinary Actions Accompanied by Trauma-Informed Interventions.** Students requiring frequent disciplinary actions are assigned appropriate support services to address underlying causes of the behavior. The school coordinates support services with the student's family and gives appropriate referrals as available when required.

▲ **3 Restorative Practices Embedded in Disciplinary Protocols.** Best practices for engaging students in repairing situations and relationships harmed by their behavior are integrated into disciplinary procedures (i.e., restorative justice practices).

X

Cross System Collaboration and Community Partnerships

Trauma-informed approaches span all aspects of the school environment, including classrooms, health services, administration, school discipline and attendance, guidance, and extra-curricular programming. Staff collaborate to ensure continuity of trauma-informed practices across student services. The school routinely collaborates with family and community partners for trauma-informed approaches. Schools outreach to community partners, including community mental health organizations, community diversity and human rights organizations, youth-focused groups, law enforcement, child welfare, advocacy groups, military family organizations, and others to (1) increase their knowledge of the impact of trauma exposure on children and youth, (2) share strategies for supporting students impacted by traumatic stress, (3) increase their knowledge of secondary traumatic stress and the personal and professional impact of working with trauma-impacted children, youth, and families, and (4) share strategies for promoting health and wellness in educators and school staff. School leaders participating in community advisory boards or taskforces ensure that schools contribute to collective efforts toward building a trauma-informed community.

▲ **1 Developing and Sustaining Trauma-Informed Policies and Practices.** Laws, policies, and funding streams are cultivated and maintained to support schools in the development of an action plan to create whole-school trauma-informed approaches that are organized according to core school operations. The ultimate goal is to pro-



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EDIFY OUR YOUTH

TRANSFORM TO AND FROM WHAT?

Individual liberties require individual responsibilities with God over conscience. Excellence is not an act, but a HABIT. Habits change through a consistence commitment to make right choices. Character is doing the right thing, the right way, for the RIGHT REASONS. Believe to ACHIEVE because a person who walks with integrity walks SECURELY.

MINDSET

THINK, THINK, THINK



The goal is to take a child from a state or well-being from Survival, to Stability, to Success and then hopefully to Significance (having a positive and meaningful life purpose) Success is peace of mind and self-satisfaction in

Priority of _____ Mind/Choice

- ✓ Devoted
- ✓ Dedicated
- ✓ Disciplined
- ✓ Determined
- ✓ Discerning
- ✓ Developed

knowing you gave your best effort to become the best person you are capable of becoming—John Wooden, Pyramid of Success ! We will not love you all the same, but we will love you all the same. Each one of you will receive the treatment you earn and deserve (Principle Centered Decision –making and choices require Responsibility + Accountability = Consequences) This should make a person a better citizen with Character.



THEORIES BEHAVIORAL PSYCHOLOGY

The 6 Stages of Behavior Change

The Transtheoretical or Stages of Change Model

by [Zendra Cherry](#)

✓ Medically reviewed by [David Susman, PhD](#) on July 23, 2021

Anyone who has ever made and broken a [New Year's resolution](#) can appreciate the difficulty of behavior change. Making a lasting change in behavior is rarely a simple process. It usually involves a substantial commitment of time, effort, and emotion.

The Stages of Change



Illustration by [P. G. G. Verywell](#)

How to Get Started

Give Me Liberty Or Give Me Death

Patrick Henry, March 23, 1775.

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The questing before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see not, and, having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation; the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose

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SAMHSA's GAINS Center for Behavioral Health and Justice Transformation, operated by Policy Research Associates, Inc. (PRA), known nationally for its work regarding people with behavioral health needs involved in the criminal justice system, is soliciting applications from agencies and communities for our national technical assistance opportunity. Interested agencies and communities may apply for this opportunity to train a cadre of professionals in trauma-informed responses.

To find out more about *How Being Trauma-Informed Improves Criminal Justice System Responses*, please visit SAMHSA's GAINS Center.

The GAINS Center is offering a series of Train-the-Trainer (TTT) events to teach local trainers to deliver its *How Being Trauma-Informed Improves Criminal Justice System Responses* curriculum. The target audiences for this training program are primarily community-based criminal justice system professionals, including law enforcement, community corrections (probation, parole, and pre-trial services), court personnel, as well as human service providers that serve adult justice-involved populations. Special consideration is being given to applications that demonstrate the inclusion of trainers who train drug court and/or reentry program staff. The GAINS Center will offer the TTT events free of charge to selected agencies and communities between February and August 2022.

To apply for a TTT event, please download the solicitation and submit a completed application form no later than **November 12, 2021**.


Download the TTT solicitation.

NOTE: All TTT events under this solicitation are currently being planned to be held virtually.

SOLICITATION FOR APPLICATIONS



SAMHSA's GAINS Center Seeks Agencies and Communities to Develop Trauma-Informed Training Capacity




Apply by November 12, 2021

SAMHSA'S GAINS CENTER SEEKS AGENCIES AND COMMUNITIES TO DEVELOP TRAUMA-INFORMED TRAINING CAPACITY

5

RECENT CONTENT

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Peers and Volunteers Supporting Recovery: Mountain Top Cares Coalition Battles the Opioid Epidemic in Rural New York

Reducing Collateral

Decision -
making



“How Being Trauma-Informed Improves Judicial Decision-Making”

Although prevalence estimates vary, there is a consensus that high percentages of justice-involved women and men have experienced serious trauma throughout their lifetime. The reverberating effects of trauma experiences can challenge a person’s capacity for recovery and pose significant barriers to accessing services. This, in turn, poses an increased risk of coming into contact with the criminal justice system.

The Substance Abuse and Mental Health Services Administration’s (SAMHSA’s) GAINS Center for Behavioral Health and Justice Transformation, operated by Policy Research Associates, Inc. (PRA), is nationally known for its work regarding people with behavioral health needs involved in the criminal justice system. As a central component of SAMHSA’s efforts to assist communities in moving toward a trauma-informed continuum to improve outcomes for justice-involved individuals who have experienced trauma, the GAINS Center has developed its *How Being Trauma-Informed Improves Judicial Decision-Making* training program. This two-hour training is designed specifically for judges and other court professionals. The goals of the training are to:

- Increase understanding of trauma
- Create an awareness of the impact of trauma on behavior
- Understand vicarious trauma and the impact on court professionals
- Develop trauma-informed responses that avoid re-traumatization, increase safety, reduce recidivism, and promote recovery

Trauma-informed court responses can help to avoid re-traumatizing individuals, and thereby increase safety for all, decrease recidivism, and promote and support recovery of justice-involved women and men with serious mental health and substance use disorders. Trauma-informed practices include an awareness of potential vicarious trauma experienced by justice professionals. Partnerships across systems can also help to link individuals to trauma-informed services and treatment for trauma and vicarious trauma. *How Being Trauma-Informed Improves Judicial Decision-Making* supports these efforts and provides a foundation for trauma-informed decision-making in court settings.

Objectives of the training program:

- Discuss why court professionals should learn about trauma
- List examples of traumatic events
- Define trauma and vicarious trauma
- Discuss how trauma is often ongoing for many individuals in the criminal justice system
- Describe the pervasive impact trauma can have on an individual’s life
- Describe how the impact of trauma can be experienced throughout life and affect behavior and functioning
- Describe how trauma relates to physical health, mental health, and substance use
- Describe how certain behaviors may reflect a person’s attempt to survive
- Describe how a history of trauma may result in problematic behavior
- List ways that the court process may re-traumatize individuals
- Discuss how working in the justice system exposes professionals to secondary trauma that may result in vicarious trauma
- Discuss how vicarious trauma can interfere with a professional’s work effectiveness
- Discuss how to improve policies and procedures to make them trauma-informed
- Identify trauma-informed responses that can be incorporated into court practices

how it's contrary to the Constitution, and the Equal Protection Clause and civil rights laws."

"If people become equipped by knowledge and have the courage to stand up on principle, to fight for principles they believe in, there's no way that this radical agenda can take down our nation," she said.

"You should know the truth and the truth shall make you free," Swain said, citing the Bible.

If people, however, allow CRT to advance through the nation's institutions of power and reshape the way the society functions, then state-sanctioned discrimination will soon be instituted by the U.S. government—by the highest echelons of power—weakening and destroying the nation from within, she warned.

"The remedy is the American people standing on principles, standing on values, standing on their history, and being courageous enough to fight back," said Swain.

Joshua Philipp contributed to this report.

Inciting racism serves the political interests of the Democrats who use the CRT to sow divisions between races in order to secure the black votes that they need to maintain their power, Swain said.

Any time some progress is made with race relations, an incident is found “to play up in the media to get Americans all worked up and divided by race. And it’s very easy to do because there’s always something happening somewhere,” she added.

She pointed to the many incidents like police shootings that have been played up by the media, acting to inflame people’s emotions and distract the public “during a time when there’s something in the news that is not favorable to the progressive agenda.”

It makes black people keep feeling like there is so much racism and blames Republicans or white people for being guilty of this racism, Swain continued.

“They are creating a very dangerous situation in this country because they’re demonizing all white people, including themselves and their own children,” she said, adding that hatred, once unleashed, cannot be easily “put back in the box.”

Black Lives Matter (BLM), an openly Marxist organization, was able to capitalize on the public’s reaction to George Floyd’s death and raise millions of dollars for progressive black causes, Swain said. People around the world who care about black people were shocked by the video of Floyd’s death, which was played over and over again in the news and many then donated money to the organization because they believed in the slogan “Black Lives Matter.”

“Black lives do matter, all lives matter,” she said. But “that money did not go into black communities. It didn’t change black lives.”

The Epoch Times has reached out to Black Lives Matter for comment.

Swain went on to encourage Americans to counter the negative impact of CRT by becoming informed about CRT and “where it comes from, and how it operates, and

She pointed out that she was able to achieve success and overcome the circumstances of her birth because she believed that hard work mattered and applied herself as such.

“I did not see myself as handicapped because I was black, poor, a woman,” the professor said. “I took advantage of what America offered.”

Among today’s youth, minorities are being “crippled in their minds because they’ve been told by the political left what they can’t do and they are being handicapped,” she warned.

“They’re not even being held to the same standards that people of my generation were held to at colleges and universities. And as a consequence, they do feel inferior. A lot of what is crippling them is what they have been indoctrinated with.”

In her view, the racism coming from the political left is a forced re-segregation, and the lowered standards being pushed out for racial, ethnic minorities are impeding the development of their fullest potential.

Racism Serves Political, Financial Interests



“The true story of America is a story of blacks and whites working together to overcome that tragic part of our history.”

During the period following the end of slavery, “it was white philanthropy that set up schools across the South, that set up those historically black colleges and universities, and trillions of dollars have been donated since the end of slavery to try to address the past and present effects of slavery,” explained the co-chairwoman for former President Donald Trump’s 1776 Commission.

The civil rights movement itself is a moment in history where whites, blacks, people of other races and ethnicities came together for a cause. “That was powerful,” she continued.

Swain was born during the time of “systemic racism” in the segregated South. She witnessed the collapse of institutional racism and benefited from the opportunities created for black Americans like herself.

“My love of country came about because when I was in school, we were taught civics and patriotism. And I felt like I lived in the greatest nation in the world,” Swain said.

Racism was dying in the United States before President Barack Obama was elected, she said. At that time, the country was portrayed by legacy media as being a post-racial society. “I think that because we were making so much progress, the political left and those that benefit by racism and keeping us divided ... they had to act.”

This was the time when the racial tensions, which divided people, restarted and when standards in classes, especially in public schools, were lowered owing to CRT and the restorative justice agenda being pushed, she added.

Opportunities for black people have never been better than today and ultimately, success depends on a person’s attitude, she said.

Swain shared that as one of 12 children, she had dropped out of high school, married at 16, and had three small children by the time she was 21. Despite that, she went back to school, got a high school equivalency, and went to a community college where she got the first of her degrees.

Another way to counter discrimination at schools is publicity, the professor advised. Students can write articles about discrimination cases and publish them in student media like *The College Fix* or *Campus Reform* as there have been cases of universities backing down due to the public outcry over the reports of unfair treatment, according to Swain.

She also recommended that students “always document things that are discriminatory and use that evidence when the time is right.”

History of Race Relations



Barack Obama, 44, center, after President Donald Trump's inauguration, stands at the podium of the Presidential Board of Governors, 1001 G Street, NE, Washington, DC, on Wednesday, Jan. 21, 2017. (AP Photo/Chris Wedel)

“I think America has been so important to the world, that the true history of its founding, as well as the mistakes that were made and just how we address those mistakes, are things that enrich people. And it is something that should not be hidden, and certainly not something that would be a cause of shame,” Swain told Crossroads.

considered oppressors who benefit from undeserved advantages,” Swain told The Epoch Times in an interview on EpochTV’s “Crossroads” program.

“[Whites] are deemed guilty of having set up a system of systemic racism,” she said of one main assumption being drawn from CRT. “The demonization of one group of people because of the color of their skin is something that is discriminatory.”

A lot of white people who are forced into CRT-based training, and forced to confess to being racist because of their race, do not realize that they are protected by the Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color, national origin, religion, and disability, explained the retired professor.

White people are protected in the same way that black people are by civil rights laws, she said. “We’re not a country where it’s acceptable to bully and shame people because of the color of their skin.”

Such acts create a hostile environment at work or may cause psychological harm to children at school, the award-winning author explained, adding that parents have reported depression, trauma, or other problems in their children who had been told that, because of their whiteness or the fact that their ancestors inflicted harm, they are also guilty of oppression.

Moreover, the Equal Protection Clause of the 14th Amendment of the United States Constitution guarantees certain protections to all people, even non-citizens.

If a public institution such as a school tries to restrict people’s speech or behavior, it may be also a First Amendment violation, Swain said.

Private schools have more freedom to discriminate than public ones, but students whose rights are infringed can use other bases, such as the student handbook that guarantees students certain rights, to fight discrimination, she added.

Swain suggested that students facing discrimination can also seek help from organizations defending students’ or individuals’ freedom of speech, association, and religious liberty, such as The Foundation for Individual Rights in Education (FIRE) or the Christian Legal Society.

IS CRT LEGAL?



CONSTITUTIONAL RIGHTS

Critical Race Theory May Violate Civil Rights Act, the Constitution: Dr. Carol Swain

BY ELLA KIETLINSKA June 22, 2021 Updated: June 22, 2021

Print

Critical Race Theory training, which pressures people not to say certain things, take a certain stance, or forces them into some segregated settings, may infringe on people's constitutional rights and even violate civil rights laws, said Dr. Carol Swain, a former professor of political science and law at Princeton and Vanderbilt universities.

The main tenet of Critical Race Theory (CRT) is that the people of the world are divided into oppressors and oppressed, and in the United States, "all white people are

“The students have really opened up and developed a deep bond with these mentors,” said Greenberg. “It has uncovered some really deep issues and struggles students don’t have other outlets to talk about.”

“Teaching these kids about criminal justice will help protect society,” said Rank, “but it also has another impact: restoring young people to healthy, productive lives that are meaningful. It will let them know they have something to offer, and a deeper purpose.”

-30-

Street Law class taught at Lynn Middle School by NMSU faculty members.

Photo is available at

https://photos.nmsu.edu/news/40376/NMSU_MSPs_Lynn_Middle_School_Story_1_04/1619.jpg

CUTLINE: NMSU faculty members Rory Rank (left) and Steve Nance (right) instruct students at Lynn Middle School. Friday, March 8, 2019, on the ins-and-out of "Street Law." (NMSU photo by Matthew Legarreta)

Professors teach middle school students

Photo is available at

https://photos.nmsu.edu/news/40378/NMSU_MSPs_Lynn_Middle_School_Story_1_04/1619.jpg

CUTLINE: NMSU adjunct faculty member Rory Rank teaches students at Lynn Middle School "Street Law" Friday, March 8, 2019, during a class being taught every Friday this past semester at Lynn Middle School. (NMSU photo by Matthew Legarreta)

Professor points at students



NEA-NM Center for Community Schools

NEA-NM Center for Community Schools

2007 Botolph Road

Santa Fe, New Mexico

Letter of Support for La Mariposa, Street Law, and Trauma-Informed Practices in Schools

To Whom It May Concern:

The NEA-NM Center for Community Schools is pleased to submit this letter of support for Rory Rank's grant proposal to fund La Mariposa, Street Law, and other trauma-informed practices in schools.

The Center for Community Schools is an initiative of NEA-New Mexico designed to promote and support high-quality community schools throughout the country. The Center draws on national experts in community schools, improvement science, and a variety of other disciplines to build the capacity of the growing number of community school initiatives, both in New Mexico and nationwide. Our work is funded primarily by grants provided by NEA and is carried out in collaboration with multiple partner organizations and engaged community members.

We have worked with Rory Rank for many years, and we can attest that he is a strong advocate for children. After his long career as a public defender, he has taken on the issue of supporting students who have been exposed to trauma. In that capacity, we have collaborated extensively to ensure that our community school students are receiving trauma-informed programming that they can relate to and engage with. For example, Rory has previously organized a Street Law course at Lynn Community Middle School – one of the highest-need schools in our district – where he and other criminal justice professionals developed a curriculum and acted as guest-teachers to middle schoolers. This course was an astounding success, and I can personally testify to the incredible dedication and passion that Rory demonstrated throughout this project. We are excited to encourage programming like Street Law and La Mariposa in all community schools, as we have seen such programming work very well in community schools in Las Cruces.

We at the Center for Community Schools are deeply grateful for Rory's commitment to youth and community, and offer our total support to his proposal to fund trauma-informed practices in New Mexico's schools.

Sincerely,

David Greenberg

Director, Center for Community Schools

Asset	Old Testament Reference	New Testament Reference
Asset #34: Cultural Competence	Isaiah 11:1-10 The peaceful kingdom	Romans 15:4-13 Live in harmony with each other
Asset #35: Resistance Skills	Proverbs 28:4-5 Those who keep the Law struggle against the wicked	1 Corinthians 10:13 We won't be tested beyond our strength
Asset #36: Peaceful Conflict Resolution	Isaiah 2:1-5 A peaceful future	Matthew 5:9 Blessed are the peacemakers
Asset #37: Personal Power	1 Kings 17:7-16 Elijah feeds the widow and her son	Romans 12:1-8 New life in Christ...be not conformed to this world
Asset #38: Self-esteem	Psalms 139:13 The Lord has formed us	John 8:31-36 Truth will set you free
Asset #39: Sense of Purpose	Isaiah 43:1-7 The Lord restores those called by name	2 Timothy 4:5-11 Paul's charge to Timothy
Asset #40: Positive View of Personal Future	Jeremiah 29:11-12 I know the plans I have for you... a future with hope	Luke 6:20-31 The Beatitudes

Asset	Old Testament Reference	New Testament Reference
Asset #15: Positive Peer Influence	1 Samuel 20 Jonathon and David	Philippians 4:13 Encouragement
Asset #16: High Expectations	Exodus 3-4 God calls Moses	2 Thessalonians 1:11 Warning against falling away
Asset #17: Creative Activities	Psalms 148-150 All creation praises the Lord	Ephesians 5:19-20 Sings psalms and hymns to spiritual songs...
Asset #18: Youth Programs	Ecclesiastes 3:1, 17 There is a time and season for all things	2 Corinthians 10:15-17 Let the one who boasts, boast in the Lord
Asset #19: Religious Community	Isaiah 35:1-10 Return of the redeemed to Zion	Romans 12:4-8 One body, many members...
Asset #20: Time at Home	Ruth 1:16-18 Ruth and Naomi; where you go I will go...	Luke 15:11-32 The Prodigal Son
Asset #21: Achievement Motivation	Nehemiah 2:11-18 Restoring the walls of Jerusalem	Hebrews 12:1-2 Run the race set before you
Asset #22: School Engagement	Exodus 31:1-5 Bezalel and Oholiab	Colossians 3:23-24 Do your tasks for the Lord
Asset #23: Homework	Ezra 7:8-10 Ezra studies the Law	John 7:14-16 Jesus teaches in the Temple
Asset #24: Bonding to School	Psalms 27:11 Teach me your way, O Lord	Romans 13:1-3 Being subject to authorities
Asset #25: Reading for Pleasure	Jeremiah 36:1-10 Reading the scrolls in the Temple	Acts 15:22-35 Letter to Antioch
Asset #26: Caring	2 Kings 5:1-3, 7-15 Healing of Naaman	Luke 10:25-37 The Good Samaritan
Asset #27: Equality and Social Justice	Amos 5:24 Let justice roll down...	Luke 16:19-31 Rich Man and Lazarus Matthew 25:34-36 The Ten Bridesmaids
Asset #28: Integrity	Micah 6:8 What does the Lord require...	2 Thessalonians 2:1-5, 13-17 Being chosen as first fruits of salvation; stand firm...
Asset #29: Honesty	Proverbs 16:13; 24:26 Righteous lips...	Luke 23:33-43 Jesus and the two criminals
Asset #30: Responsibility	Ezekiel 18:1-9 Individual retribution	Luke 16:1-13 The Dishonest Manager
Asset #31: Restraint	Numbers 25:1-5 Do not worship Baal	1 Thessalonians 4:3
Asset #32: Planning and Decision Making	Isaiah 1:1-5 Vision of Isaiah	Luke 14:28-33 Counting the cost
Asset #33: Interpersonal Skills	Proverbs 18:16 Gifts open door	1 Timothy 6:18 The good fight of faith

Assets and Scripture

It may be helpful to refer to Scripture to emphasize the importance of each of the 40 developmental assets. Here are some Old and New Testament passages that relate to each asset.

Asset	Old Testament Reference	New Testament Reference
Asset #1: Family Support	Psalms 103:13-14 The Lord has compassion for his children	Ephesians 5:1-2 Be imitators of God as beloved children...
Asset #2: Positive Family Communication	Proverbs 15:1-4 A soft answer turns away wrath...	Ephesians 4:15-16 Grow up in every way... Ephesians 6:4 Do not provoke to anger...
Asset #3: Other Adult Relationships	2 Kings 2 Elijah and Elisha	2 Timothy 1:1-14 Hold to standards of good teaching
Asset #4: Caring Neighborhood	Leviticus 19:18, 33-34 Love your neighbor as you love yourself	Mark 12:31-33 Jesus: Love your neighbor as yourself
Asset #5: Caring School Climate	Ezekiel 34:11-15 God is the true shepherd	Mark 9:37 Jesus: Whoever welcomes the child, welcomes me
Asset #6: Parent Involvement in Schooling	Proverbs 22:6 Train up a child...	Luke 2:41-52 Jesus the boy in the Temple
Asset #7: Community Values Youth	Jeremiah 1:5-8 Call of Jeremiah	Luke 15:1-10 Parables of the lost sheep and coin Matthew 19:13-15 Jesus blesses the children
Asset #8: Youth as Resources	1 Samuel 16 David anointed as king	1 Timothy 4:12 Let no one despise your youth...
Asset #9: Service to Others	Isaiah 6 Vision of God in the Temple	Romans 12:9-13 Marks of a Christian
Asset #10: Safety	Psalms 12:6-8 Protection of the Lord	Luke 15:1-7 The lost sheep
Asset #11: Family Boundaries	Exodus 20:12 Fourth Commandment Proverbs 29:17 Discipline	Hebrews 12:5-13 Do not regard lightly the discipline of the Lord... Ephesians 6:1-4 Honor your father and mother...
Asset #12: School Boundaries	Psalms 7:7-8 Judgement	Titus 3:1-2 Be subject to rulers and authorities...
Asset #13: Neighborhood Boundaries	Leviticus 19:15-18 Do not render an unjust judgment	Ephesians 4:25-28 Speak truth to our neighbors...
Asset #14: Adult Role Models	1 Samuel 3 Call of Samuel	Matthew 1:18-25 Joseph and the angel Hebrews 11, 13:7 Examples of faith

40

DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 developmental assets by these categories. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 312 communities and 33 states.

EXTERNAL ASSETS

asset type

asset name and definition

SUPPORT



- 1. **FAMILY SUPPORT** — Family life provides high levels of love and support. 70%
- 2. **POSITIVE FAMILY COMMUNICATION** — Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 30%
- 3. **OTHER ADULT RELATIONSHIPS** — Young person receives support from three or more nonparent adults. 45%
- 4. **CARING NEIGHBORHOOD** — Young person experiences caring neighbors. 40%
- 5. **CARING SCHOOL CLIMATE** — School provides a caring, encouraging environment. 29%
- 6. **PARENT INVOLVEMENT IN SCHOOLING** — Parent(s) are actively involved in helping young person succeed in school. 34%

EMPOWERMENT



- 7. **COMMUNITY VALUES YOUTH** — Young person perceives that adults in the community value youth. 25%
- 8. **YOUTH AS RESOURCES** — Young people are given useful roles in the community. 28%
- 9. **SERVICE TO OTHERS** — Young person serves in the community one hour or more per week. 51%
- 10. **SAFETY** — Young person feels safe at home, at school, and in the neighborhood. 51%

BOUNDARIES & EXPECTATIONS



- 11. **FAMILY BOUNDARIES** — Family has clear rules and consequences and monitors the young person's whereabouts. 48%
- 12. **SCHOOL BOUNDARIES** — School provides clear rules and consequences. 53%
- 13. **NEIGHBORHOOD BOUNDARIES** — Neighbors take responsibility for monitoring young people's behavior. 49%
- 14. **ADULT ROLE MODELS** — Parent(s) and other adults model positive, responsible behavior. 30%
- 15. **POSITIVE PEER INFLUENCE** — Young person's best friends model responsible behavior. 65%
- 16. **HIGH EXPECTATIONS** — Both parent(s) and teachers encourage the young person to do well. 49%

CONSTRUCTIVE USE OF TIME



- 17. **CREATIVE ACTIVITIES** — Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 20%
- 18. **YOUTH PROGRAMS** — Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 58%
- 19. **RELIGIOUS COMMUNITY** — Young person spends one or more hours per week in activities in a religious institution. 63%
- 20. **TIME AT HOME** — Young person is out with friends "with nothing special to do" two or fewer nights per week. 52%

COMMITMENT TO LEARNING



- 21. **ACHIEVEMENT MOTIVATION** — Young person is motivated to do well in school. 67%
- 22. **SCHOOL ENGAGEMENT** — Young person is actively engaged in learning. 61%
- 23. **HOMEWORK** — Young person reports doing at least one hour of homework every school day. 53%
- 24. **BONDING TO SCHOOL** — Young person cares about her or his school. 54%
- 25. **READING FOR PLEASURE** — Young person reads for pleasure three or more hours per week. 23%

POSITIVE VALUES



- 26. **CARING** — Young person places high value on helping other people. 50%
- 27. **EQUALITY AND SOCIAL JUSTICE** — Young person places high value on promoting equality and reducing hunger and poverty. 52%
- 28. **INTEGRITY** — Young person acts on convictions and stands up for her or his beliefs. 68%
- 29. **HONESTY** — Young person "tells the truth even when it is not easy." 67%
- 30. **RESPONSIBILITY** — Young person accepts and takes personal responsibility. 63%
- 31. **RESTRAINT** — Young person believes it is important not to be sexually active or to use alcohol or other drugs. 47%

SOCIAL COMPETENCIES



- 32. **PLANNING AND DECISION MAKING** — Young person knows how to plan ahead and make choices. 30%
- 33. **INTERPERSONAL COMPETENCE** — Young person has empathy, sensitivity, and friendship skills. 47%
- 34. **CULTURAL COMPETENCE** — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 42%
- 35. **RESISTANCE SKILLS** — Young person can resist negative peer pressure and dangerous situations. 42%
- 36. **PEACEFUL CONFLICT RESOLUTION** — Young person seeks to resolve conflict nonviolently. 45%

POSITIVE IDENTITY



- 37. **PERSONAL POWER** — Young person feels he or she has control over "things that happen to me." 44%
- 38. **SELF-ESTEEM** — Young person reports having a high self-esteem. 52%
- 39. **SENSE OF PURPOSE** — Young person reports that "my life has a purpose." 59%
- 40. **POSITIVE VIEW OF PERSONAL FUTURE** — Young person is optimistic about her or his personal future. 74%

INTERNAL ASSETS

John Wooden's Pyramid of Success

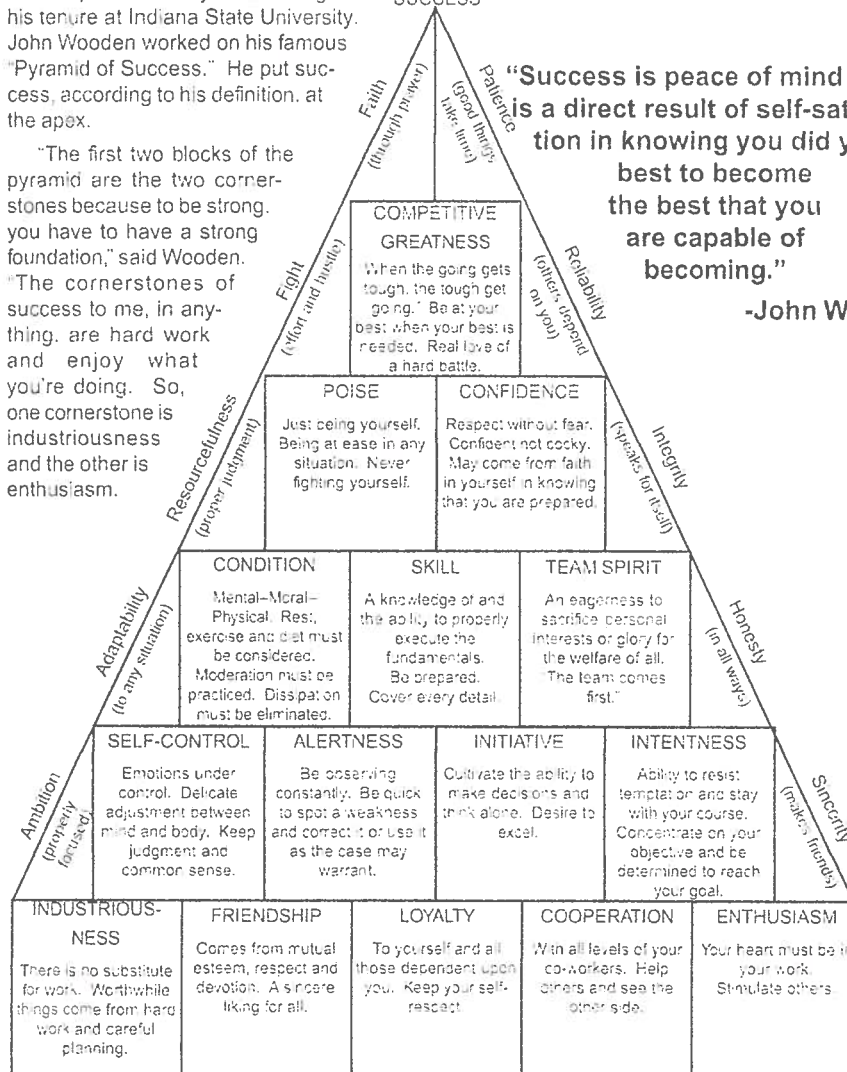
In a period of 14 years, ending with his tenure at Indiana State University, John Wooden worked on his famous "Pyramid of Success." He put success, according to his definition, at the apex.

"The first two blocks of the pyramid are the two cornerstones because to be strong, you have to have a strong foundation," said Wooden. "The cornerstones of success to me, in anything, are hard work and enjoy what you're doing. So, one cornerstone is industriousness and the other is enthusiasm.

SUCCESS

"Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming."

-John Wooden



Subject: Re: Juvenile direction

I would be happy to discuss Juvenile law with you, The NJDC site is critical to the practice of juvenile law.. The !0 core principle of Defense delivery system is the road map to the practice of juvenile law, read the-NJDC mission and vision statement. Being a Juvenile law attorney is much more challenging than the practice of adult criminal law-----WHY????? overview toward DEVELOPMENTALLY Appropriate Practice: A Juvenile Court training Curriculum----Brain development, Cognitive Development, Moral Development, Identity/Social Development, Adolescent Development in context, Physical/ Biological Development, Disability affecting Normative Adolescent Development, Medical/mental health Development, Immaturity and TRAUMA /Adverse Child Development. Keep in mind the development in a child's Physical , emotional, mental and spiritual development= Holistic wellbeing...US Supreme Court cases-Haley Ohio, Gallegos v Colorado, Kent v US, IN re Gault, In re Winship, Mckeiver v PA, Breed v Jones, Schally v Martin, Roper v Simmons, Graham v Florida , J.D.B v Carolina ,Miller v Alabama , Montgomery v LA. Must have -A developmental Framework for Juvenile cases and A developmental juvenile framework for disposition/sentencing and Post=disposition. Applying principles of adolescent development in delinquency proceedings should be used to train ADA and judge. BOOKS REQUIRED : NATIONAL JUVENILW DEFENSE STANDARDS NJDC ,IN re GAULT booklet and the ROLE OF JUVENILE DEFENSE COUNSEL IN DELIQUENCY COURT NJDC(ethics), My number is 575 915 5091--send me your phone number and office address in Hobbs. Excellence is not an act-but a HABIT. God blesses

"That these are our grievances which we have thus laid before his majesty with that freedom of language and sentiment which becomes a free people, claiming their rights as derived from the laws of nature, and not as the gift of their chief magistrate."

—Thomas Jefferson, "A Summary View of the Rights of British America"



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NATURAL LAW



For America's Founders, the "laws of Nature and of Nature's God" imply the existence of a universal standard of morality by which actions are measured. Accessible to man through reason, the natural law remains unchanged from age to age, and nation to nation. Even though the natural law yields "self-evident truths," it does not provide easy solutions to constitutional or policy questions. For such questions, prudence—practical wisdom—is necessary, as is a moral education that encourages virtue.

For Progressives, natural law was as illusory as natural rights—a useful fiction for a bygone era—but irrelevant for their day and the future. It could be discarded in favor of a scientific approach to legal and political arrangements that they saw as instrumental to the evolution of government.

FOUNDERS

"When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them."

—*The Declaration of Independence*

"In a state of nature men are equal, exactly on a par in regard to authority: each one is a law to himself, having the law of God, the sole rule of conduct, written on his heart."

—*Gad Hitchcock, "An Election Sermon"*

"The great principles of right and wrong are legible to every reader: to pursue them requires not the aid of many counselors."

—*Thomas Jefferson, "A Summary View of the Rights of British America"*

"True law is right reason, consonant with nature, spread through all people. It is constant and eternal: it summons to duty by its orders, it deters from crime by its prohibitions.... We cannot be released from this."

—*Cicero, On the Commonwealth*

"To understand political power right, and derive it from its original, we must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions and dispose of their possessions, and persons, as they think fit, within the bounds of the law of nature."

—*John Locke, Second Treatise of Government*

"The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions."

—*John Locke, Second Treatise of Government*

"The universal law of God and nature is always the same."

—*Algernon Sidney, Discourses Concerning Government*

"Should an act of Parliament be against any of his natural laws, which are immutably true, their declaration would be contrary to eternal truth, equity and justice, and consequently void."

—*James Otis, "Rights of the British Colonies Asserted and*

PROGRESSIVES

"Some citizens of this country have never got beyond the Declaration of Independence."

—*Woodrow Wilson, "What is Progress?"*

"Their own special interpretations of liberty, individuality and intelligence were themselves historically conditioned, and were relevant only to their own time."

—*John Dewey, Liberalism and Social Action*

"Now, it came to me... that the Constitution of the United States had been made under the dominion of the Newtonian Theory.... The trouble with the theory is that government is not a machine, but a living thing. It falls, not under the theory of the universe, but under the theory of organic life. It is accountable to Darwin, not to Newton. It is modified by its environment, necessitated by its tasks, shaped to its functions by the sheer pressure of life."

—*Woodrow Wilson, "What is Progress?"*

"They put forward their ideas as immutable truths good at all times and places; they had no idea of historic relativity, either in general or in its application to themselves."

—*John Dewey, Liberalism and Social Action*

"Laws have never altered the facts; laws have always necessarily expressed the facts; adjusted interests as they have arisen and have changed toward one another."

—*Woodrow Wilson, "What is Progress?"*

"But the Constitution of the United States is not a mere lawyers' document: it is a vehicle of life, and its spirit is always the spirit of the age."

—*Woodrow Wilson, "The President of the United States"*

"Clearly, all this calls for a reappraisal of values."

—*Franklin D. Roosevelt, "Commonwealth Club Address"*

"The day of enlightened administration has come."

—*Franklin D. Roosevelt, "Commonwealth Club Address"*

"You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation."

—*Lyndon B. Johnson, "Remarks at the University of Michigan"*

US.

"ALL MEN ARE CREATED EQUAL,
THAT THEY ARE ENDOWED BY THEIR CREATOR
WITH CERTAIN UNALIENABLE RIGHTS"

- Declaration of Independence, 1776

**Do you like having rights the
government cannot take away?**

Do you like being equal?

Do you like a country with few laws?

Then you want America under God!



"THE RIGHTS OF MAN COME NOT
FROM THE GENEROSITY OF THE STATE,
BUT FROM THE HAND OF GOD."

- John F. Kennedy, 1961, Inaugural Address

"WE BELIEVE THAT ALL MEN ARE CREATED
EQUAL, BECAUSE THEY ARE CREATED IN
THE IMAGE OF GOD."

- Harry S Truman, 1949, Inaugural Address



"OUR CONSTITUTION WAS MADE
ONLY FOR A MORAL AND RELIGIOUS
PEOPLE. IT IS WHOLLY INADEQUATE
T O T H E
G O V E R N M E N T
O F A N Y O T H E R"

- John Adams,

1798, Letter to 1st Brigade, 3rd
Division, Massachusetts Militia

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HISTORY / EDUCATION

last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves. Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned; we have remonstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament. Our petitions have been slighted; our remonstrances have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne! In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free-- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of hosts is all that is left us!

They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace-- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!





28 PRINCIPLES OF LIBERTY

1. The only reliable basis for sound government and just human relations is Natural Law.
2. A free people cannot survive under a republican constitution unless they remain virtuous and morally strong.
3. The most promising method of securing a virtuous and morally stable people is to elect virtuous leaders.
4. Without religion the government of a free people cannot be maintained.
5. All things were created by God, therefore upon Him all mankind are equally dependent, and to Him they are equally responsible.
6. All men are created equal.
7. The proper role of government is to protect equal rights, not provide equal things.
8. Men are endowed by their Creator with certain unalienable rights.
9. To protect man's rights, God has revealed certain principles of divine law.
10. The God-given right to govern is vested in the sovereign authority of the whole people.
11. The majority of the people may alter or abolish a government which has become tyrannical.
12. The United States of America shall be a republic.
13. A constitution should be structured to permanently protect the people from the human frailties of their rulers.
14. Life and liberty are secure only so long as the right of property is secure.
15. The highest level of prosperity occurs when there is a free market economy and a minimum of government regulations.
16. The government should be separated into three branches: legislative, executive, and judicial.
17. A system of checks and balances should be adopted to prevent the abuse of power.
18. The unalienable rights of the people are most likely to be preserved if the principles of government are set forth in a written constitution.
19. Only limited and carefully defined powers should be delegated to government, all others being retained in the people.
20. Efficiency and dispatch require government to operate according to the will of the majority, but constitutional provisions must be made to protect the rights of the minority.
21. Strong local self-government is the keystone to preserving human freedom.
22. A free people should be governed by law and not by the whims of men.
23. A free society cannot survive as a republic without a broad program of general education.
24. A free people will not survive unless they stay strong.
25. "Peace, commerce, and honest friendship with all nations: entangling alliances with none."
26. The core unit which determines the strength of any society is the family; therefore, the government should foster and protect its integrity.
27. The burden of debt is as destructive to freedom as subjugation by conquest.
28. The United States has a manifest destiny to be an example and a blessing to the entire human race.

Source: Over 150 volumes of the Founding Fathers' writings.
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God-Made Rights of God-Made Man

Clarence Manion, dean of the Notre Dame College of Law (1941–1952), stated concerning the Declaration of Independence:

Look closely at these self-evident truths, these imperishable articles of American faith upon which all our government is firmly based. First and foremost is the existence of God. Next comes the truth that all men are equal in the sight of God. Third is the fact of God's great gift of unalienable rights to every person on earth. Then follows the true and single purpose of all American government, namely, to preserve and protect these God-made rights of God-made man.

According to a popular legend surrounding the Declaration of Independence, John Hancock signed his name largely and distinctly so King George could read it without his spectacles. While that may not be true, it is true that one of colonial America's most ardent revolutionaries and rich merchants put his life on the line with his signature. If the revolution was lost or he was caught, he would be hanged by the British.

Certainly, all 56 patriots who signed the Declaration of Independence made the same solemn declaration "with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor." Even in victory, many of the signers endured hardships and losses, as did thousands of other Americans.

John Adams wrote to his wife regarding the meaning of his signature on the document of freedom: "I am well aware of the toil, and blood, and treasure, that it will cost us to maintain this declaration. . . . I can see that the end is more than worth all the means, and that posterity will triumph in that day's transaction."

A few months before signing the Declaration, Patrick Henry addressed the Virginia Convention and declared: "We are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave."

When the authors of *The Day America Told the Truth* took polls in the early 1990s asking people which beliefs they would die for, 48 percent said "none." Only 30 percent would die for God and their faith under any circumstance, and fewer would die for their country. The

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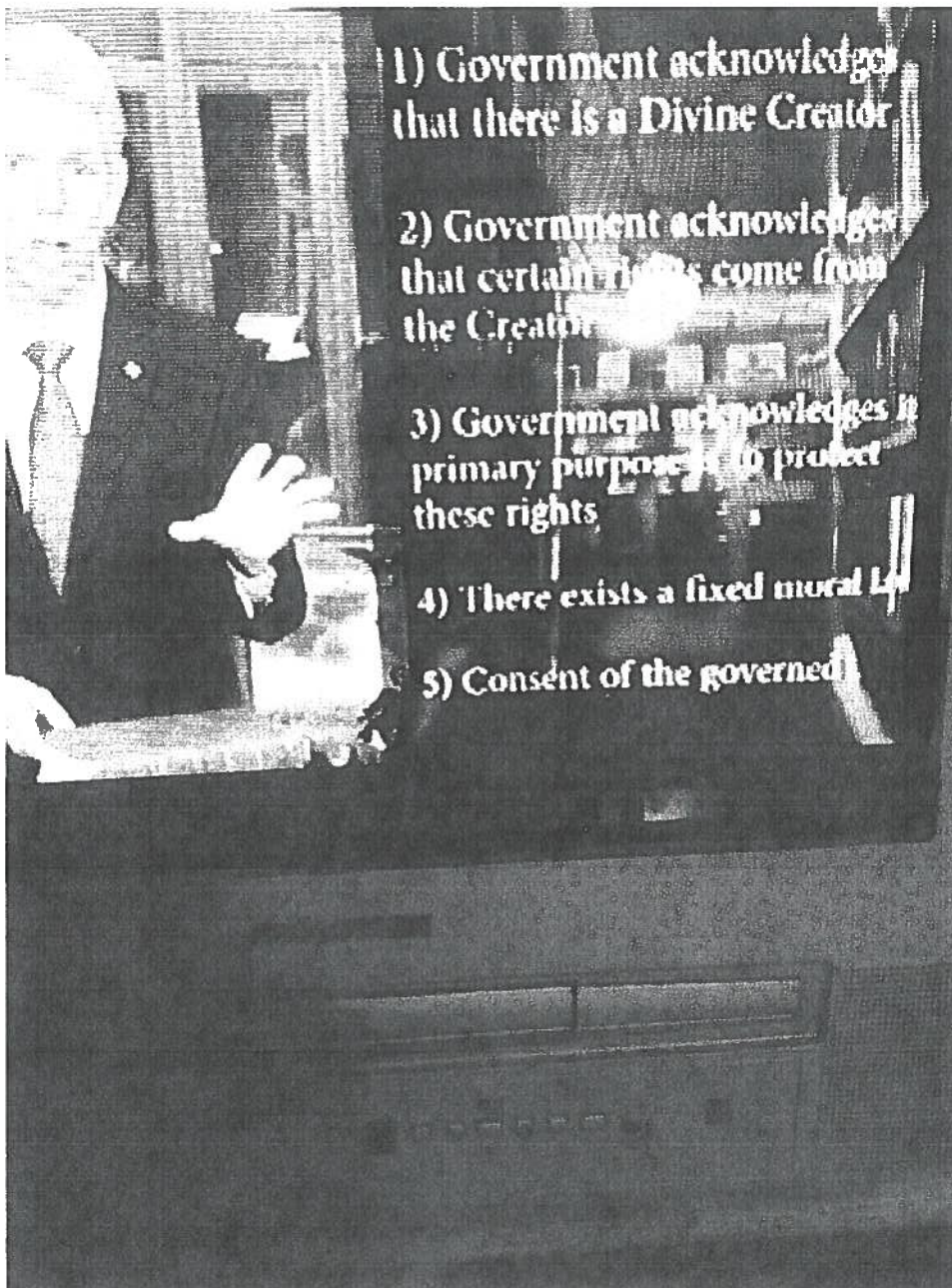
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Rory Rank <mr.rory.rank@gmail.com>

Wed 8/11/2021 2:20 PM

To: Rory Rank <rlrank@nmsu.edu>

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IMPORTANT: RESPOND... DON'T REACT NOR OVERREACT

Cool, Calm, Collected >> *H.A.L.T.* ... Before making a decision


- Hurting, Hungry
- Attitude, Anger, Agitation
- Lonely, Lost
- Turmoil, Troubled

Make correct choices through valued principles, characteristics to be, and civil amelioration. Chart below for visual thought:

Side notes:

Valued Principles...,

- ✓ Love
- ✓ Joy
- ✓ Peace
- ✓ Patience
- ✓ Kindness
- ✓ Goodness
- ✓ Gentleness
- ✓ Faithfulness
- ✓ Self- Discipline



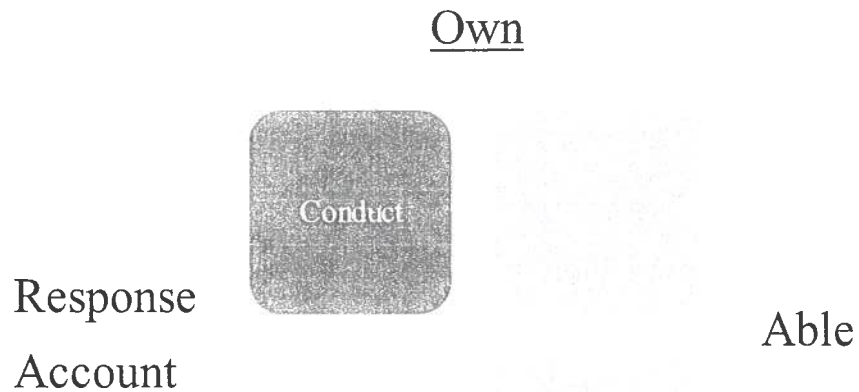
Civil Amelioration

- Covenant
- Compact
- Constitution
- Caring
- Charity
- Contribution
- Cooperation
- Cheerfulness
- Community



Characteristics	...WITH...
<p>TO BE...</p> <ul style="list-style-type: none"> • Confident • Committed • Concentrated • Connected • Courageous • Competent • Consistent • Capable • Communicate <p>*OF SOMETHING OR OF NOTHING*</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Love <input type="checkbox"/> Joy <input type="checkbox"/> Peace <input type="checkbox"/> Endurance <input type="checkbox"/> Compassion <input type="checkbox"/> Generosity <input type="checkbox"/> Integrity <input type="checkbox"/> Humility <input type="checkbox"/> Self- Discipline: Doing what you must do and doing it well as possible and ALL THIME EVERY TIME

Now own choices leading visual:



Leading to change:

- Character
- Habits
- Attitude
- Necessary
- Growth
- Excellence

It is the heart of the matter and matter of the servant heart. Leading “reap what you sow” in other words paying the price. Excellent choices and valued principles can produce positive **CHANGE**. Wrong choices produce negative consequences: despair, disappointment, discouraged, doubt, depression, distress, disillusion, etc. Consequences...what will you choose? Hope is a good thing; might be the best of things and good things never die!!!!

INFORMATIONAL WEBINARS

For information about this opportunity and how to prepare a TTT application, please register for one of the following informational webinar sessions:

- October 27, 2021, 1:00-2:00 p.m. ET
- October 28, 2021, 12:00-1:00 p.m. ET

SAMHSA's GAINS Center for Behavioral Health and Justice Transformation
Funded by the Substance Abuse and Mental Health Services Administration

Questions? Please send us an email.

Want to develop your community's trauma-informed training capacity for #CriminalJustice and #BehavioralHealth system staff that work with justice-involved populations? Apply for @samhsagov's GAINS Center's Train-the-Trainer (TTT) events by 11/12!
<https://bit.ly/3DIAeaG>

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