

# New Mexico Instructional Scope Social Studies Guide

## Key

	<p><i>Anchor Standard</i></p>	<p>Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry.</p> <div data-bbox="581 596 1058 970" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #4a7ebb; color: white; text-align: center;"><td>Civics and Government</td></tr> <tr style="background-color: #f1c233; color: white; text-align: center;"><td>Economics</td></tr> <tr style="background-color: #70ad47; color: white; text-align: center;"><td>Geography</td></tr> <tr style="background-color: #6a5acd; color: white; text-align: center;"><td>History</td></tr> <tr style="background-color: #e67e22; color: white; text-align: center;"><td>Ethnic, Cultural and Identity</td></tr> <tr style="background-color: #e74c3c; color: white; text-align: center;"><td>Inquiry</td></tr> </table> </div>	Civics and Government	Economics	Geography	History	Ethnic, Cultural and Identity	Inquiry
Civics and Government								
Economics								
Geography								
History								
Ethnic, Cultural and Identity								
Inquiry								
	<p><i>Priority Standard</i></p>	<p>Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.</p>						

# New Mexico Instructional Scope Social Studies Guide

## High School Civics 1. Civic and Political Institutions

Compelling Question	Inquiry Alignment
How democratic is the U.S. system of government?	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.
	<b>9-12.Civ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</b>

### Standards at a Glance

High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<b>Civics 1. Civic and Political Institutions</b>	<ul style="list-style-type: none"> <li>● 9-12.Civ.13. Distinguish the powers and responsibilities of local, state, indigenous, national, and international civic and political institutions.</li> <li>● 9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government.</li> <li>● 9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</li> <li>● 9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.</li> <li>● 9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.</li> <li>● 9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.</li> <li>● 9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.</li> <li>● 9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous and United States relations over time.</li> <li>● 9-12.Civ.21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.</li> <li>● 9-12.Civ.22. Research multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect U.S. domestic policy.</li> </ul>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Definition, function, and purpose of government               <ul style="list-style-type: none"> <li>○ State government vs. local government</li> <li>○ U.S. government structure vs. other nations or international organizations</li> <li>○ Tribal government structure</li> </ul> </li> <li>● Document analysis of the Constitution’s structure (National, state, tribal, international)               <ul style="list-style-type: none"> <li>○ Powers and limitations of the three branches of government</li> <li>○ Federalism</li> <li>○ Checks and balances</li> <li>○ Separation of powers</li> </ul> </li> <li>● Role of federal bureaucracy</li> <li>● Natural rights (freedoms and limits) established in the Constitution and Bill of Rights</li> <li>● Public policy making cycle</li> <li>● Landmark Supreme Court cases and their impact on both civil and political institutions               <ul style="list-style-type: none"> <li>○ <i>Marbury v. Madison</i></li> <li>○ <i>McCullough v. Maryland</i></li> </ul> </li> <li>● Election process for elected officials</li> <li>● Amendment processes at different levels</li> </ul>	<ul style="list-style-type: none"> <li>● What is power and can it be controlled?</li> <li>● How do people experience self-government through the vehicle of the U.S. Constitution and state constitutions?</li> <li>● What are natural rights and how have they been applied overtime and space?</li> </ul>
	<b>Vertical Alignment</b>	
	<i>Previous Grades:</i>  6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure	<i>High School Connections:</i>  9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.  9-12.WH.7. Evaluate historical and contemporary

# New Mexico Instructional Scope

## Social Studies Guide

	<p>8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Political Institutions Constitutional Convention.</p>	<p><i>sources of information relating to local, regional, and global problems and identify challenges and opportunities faced by those trying to address these problems.</i></p>
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Explain the purpose and structure of political institutions at different levels.</li> <li>● Distinguish the powers and responsibilities of three or more political institutions and connect how each institution interacts with the others.</li> <li>● Analyze how federalism influences government structures and power.</li> <li>● Explain how American Indian governments uphold tribal sovereignty and promote tribal culture and well-being.</li> </ul>	<p><b>Federalism</b> - the federal principle or system of government.</p> <p><b>Legislative branch</b> -makes laws (Congress, comprised of the House of Representatives and Senate).</p> <p><b>Executive branch</b> - carries out laws (president, vice president, Cabinet, most federal agencies).</p> <p><b>Judicial branch</b> - evaluates laws (Supreme Court and other courts).</p> <p><b>State constitutions</b> - state constitutions address a wide array of issues deemed by the states to be of sufficient importance to be included in the constitution rather than in an ordinary statute.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.14. Develop claims about the purpose, processes, strengths, and weaknesses of the U.S. government.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Constitutional principles               <ul style="list-style-type: none"> <li>○ Popular Sovereignty</li> <li>○ Limited Government</li> <li>○ Separation of Powers</li> <li>○ Federalism</li> <li>○ Checks and Balances</li> <li>○ Republicanism</li> <li>○ Individual Rights</li> </ul> </li> <li>● Powers and limitations of the three branches of government</li> <li>● Citizen rights (freedoms and limits) in the Constitution               <ul style="list-style-type: none"> <li>○ Bill of Rights</li> <li>○ Changes over time</li> <li>○ 19th Amendment</li> <li>○ 13th-15th Amendments</li> </ul> </li> <li>● Ambiguity in language</li> <li>● Specific clauses in the Constitution               <ul style="list-style-type: none"> <li>○ Establishment Clause</li> <li>○ Supremacy Clause</li> </ul> </li> <li>● Election process               <ul style="list-style-type: none"> <li>○ Electoral College</li> </ul> </li> <li>● Legislative gridlock</li> <li>● The amendment process</li> </ul>	<ul style="list-style-type: none"> <li>● How does the U.S. government compare to other government systems in the world?</li> <li>● What are the strengths of the U.S. government system?</li> <li>● What are some weaknesses in the U.S. government system?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.</i></p> <p><i>7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.ECI.16. Assess how social policies and economic forces offer various identity groups privilege or systemic inequity in accessing social, political, and economic opportunity regarding education, government, healthcare, industry, and law enforcement.</i></p>	

# New Mexico Instructional Scope

## Social Studies Guide

Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"><li>● Evaluate strengths and weaknesses found in the U.S. government system.</li><li>● Compare elements of the U.S. government to other international government systems to determine the strengths and weaknesses in structure or implementation of a particular policy.</li><li>● Debate a contemporary issue and how it should be solved based on Constitutional provisions to determine strengths and weaknesses in the U.S. government system.</li><li>● Research an element of government considered to be a strength or weakness to find evidence to develop a logical claim.</li><li>● Develop an evidence-based claim either highlighting a strength or weakness of the U.S. government system.</li></ul>	<p><b>Federal bureaucracy</b> - the umbrella term used to describe government officials, housed within the executive branch, who are tasked with policy implementation, administration, and regulation..</p> <p><b>Bill of Rights</b> - the first ten amendments to the U.S. Constitution, ratified in 1791 and guaranteeing such rights as the freedoms of speech, assembly, and worship.</p> <p><b>Checks and balances</b> - counterbalancing influences by which the United States government is regulated, ensuring that political power is not concentrated in the hands of one branch.</p> <p><b>Separation of powers</b> - the division of government responsibilities into distinct branches to limit any one branch from exercising the core functions of another. The intent is to prevent the concentration of power and provide for checks and balances.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.15. Evaluate efforts to adapt and redesign the U.S. Constitution and political institutions over time.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Bill of Rights and specific amendments on             <ul style="list-style-type: none"> <li>○ Citizenship (14th Amendment)</li> <li>○ Voting rights (15th, 19th, 24th Amendments)</li> <li>○ Expansion of rights (26th amendment)</li> </ul> </li> <li>● Formal ways to change the U.S. Constitution: Process outlined in the Constitution</li> <li>● Informal ways to amend the Constitution             <ul style="list-style-type: none"> <li>○ Passage of basic legislation by Congress</li> <li>○ Actions taken by the President</li> <li>○ Decisions made by the courts</li> <li>○ Selective incorporation through the 14th amendment</li> <li>○ Activities of political parties</li> </ul> </li> <li>● Modern Trends:             <ul style="list-style-type: none"> <li>○ Balance of power shifting from states to the federal government</li> <li>○ Expansion of executive power</li> <li>○ Expansion of rights for those living in the U.S.</li> <li>○ Corporations treated as citizens</li> </ul> </li> <li>● Power of active citizens in creating change</li> <li>● Unsuccessful attempts             <ul style="list-style-type: none"> <li>○ Equal Rights Amendment</li> <li>○ D.C. Statehood Amendment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What principles of the Constitution have been fundamentally retained, and which ones have changed?</li> <li>● In addition to the amending process, what other mechanisms are there for changing how political institutions operate?</li> <li>● How do people living in the U.S. work to change the U.S. Constitution or political institutions when they feel change is needed?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p>8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).</p> <p>8.90. Analyze the impact of individuals and</p>	<p><i>High School Connections:</i></p> <p>9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen</p>	

# New Mexico Instructional Scope

## Social Studies Guide

	<p><i>reform movements that advocated for greater civil rights and liberties throughout early U.S. history.</i></p>	<p><i>participation.</i></p>
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Distinguish formal and informal changes in the American political system and provide examples of each.</li> <li>● Analyze different ways the political system has been changed overtime and explain what processes were used to create those changes.</li> <li>● Explain how the original understanding of the U.S. government's function and structure is different from today's understanding based on applied changes over time.</li> <li>● Evaluate the impact and influence of one change to the Constitution over time.</li> </ul>	<p><b>Amendment</b> - changes in, or additions to, the constitution. Proposed by a two-thirds vote of both houses of Congress or at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.</p> <p><b>Political institutions</b> - Political institutions are the organizations in a government that create, enforce, and apply laws.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.16. Analyze the role of groups without formal decision-making power in influencing change in the U.S. government.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Political parties               <ul style="list-style-type: none"> <li>○ Ideological Influence</li> <li>○ Fundraising</li> <li>○ Conventions</li> </ul> </li> <li>● Interest Groups               <ul style="list-style-type: none"> <li>○ Advocate for specific policies</li> <li>○ Represent multiple viewpoints</li> <li>○ Lobby for desired changes</li> </ul> </li> <li>● Print and Digital Media:               <ul style="list-style-type: none"> <li>○ investigate and educates the public about policy problems</li> </ul> </li> <li>● Rise of new social media technologies with little regulation</li> <li>● PACS and monetary groups</li> <li>● Corporate donations:               <ul style="list-style-type: none"> <li>○ <i>Citizens United v. FEC</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What important political or civil society institutions have developed that are integral to the functioning of American democracy, yet not explicitly named in the Constitution? How do they impact the shape and nature of American constitutional democracy?</li> <li>● What non-governmental, non-electoral, strategies have been used to create profound societal change?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</i></p> <p><i>9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.</i></p>	

# New Mexico Instructional Scope Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"><li>● Analyze ways in which groups with no formal decision-making power are able to influence the U.S. political system.</li><li>● Detail the purpose and structure of political parties and their influence on the U.S. government system.</li><li>● Critique strategies that have been used by different interest groups to influence a specific branch of government and determine the effectiveness of each strategy.</li><li>● Trace the evolution of how money has been used by different groups over time to influence political agendas.</li></ul>	<p><b>Ideologies</b> - a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.</p> <p><b>Policy</b> - how a government entity approaches a problem that comes before them for consideration and possible action.</p> <p><b>Media</b> - the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.</p> <p><b>Digital technology</b> - electronic tools, systems, devices and resources that generate, store or process data.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Protection or expansion of rights through amendments               <ul style="list-style-type: none"> <li>○ 1st, 13th, 14th, 15th, 19th</li> </ul> </li> <li>● Landmark Legislation               <ul style="list-style-type: none"> <li>○ Americans with Disabilities Act</li> <li>○ Civil Rights Act of 1964</li> <li>○ Voting Rights Act</li> </ul> </li> <li>● Laws used to prohibit equal rights               <ul style="list-style-type: none"> <li>○ Boarding schools for Indigenous Americans</li> <li>○ Jim Crow Laws</li> </ul> </li> <li>● Landmark court cases               <ul style="list-style-type: none"> <li>○ <i>Mendez v. Westminster</i></li> <li>○ <i>Brown v. Board of Education</i></li> <li>○ <i>Loving v. Virginia</i></li> <li>○ <i>Obergefell v. Hodges</i></li> <li>○ <i>Miranda v. Arizona</i></li> </ul> </li> <li>● The use of executive orders to limit or expand individual freedoms               <ul style="list-style-type: none"> <li>○ Japanese Internment</li> <li>○ Deferred Action for Childhood Arrivals</li> </ul> </li> <li>● Current policies addressing gaps in equality and justice</li> <li>● Property ownership, custody, inheritance overtime</li> </ul>	<ul style="list-style-type: none"> <li>● Which rights does the Constitution and its amendments express as affirmative rights (freedom to do something) and which as negative rights (freedom from domination or from government interference)?</li> <li>● How have amendments to the Constitution redefined the "People" in "We the People" and what political tools &amp; strategies were required to expand that definition?</li> <li>● Where and how does U.S. constitutionalism protect liberty and equality and where and how does it fail to do so? How did the relation between them change over time?</li> </ul>
<b>Vertical Alignment</b>		
	<p><i>Previous Grades:</i></p> <p><i>7.22. 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,</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.</i></p>

# New Mexico Instructional Scope

## Social Studies Guide

	<p><i>government, and industry.</i></p> <p><i>8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.</i></p>	<p><i>9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.</i></p>
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Participate in civil discourse to promote greater understanding around issues about equality, equity, justice, liberty, order, and human rights using research and evidence to formulate opinions.</li> <li>● Evaluate a contemporary issue impacting the U.S. government by researching multiple sources and citing evidence around one or two of the following concepts: equality, equity, justice, liberty, order, and human rights.</li> <li>● Complete an inquiry to communicate findings and/or take action in regards to the relationships between one or two of the following concepts: <u>equality, equity, justice, freedom, human rights</u>, and order in U.S. representative democracy.</li> <li>● Evaluate efforts by different groups and the U.S. government to promote healing to repair strained relationships overtime.</li> </ul>	<p><b>Equity</b> - Assumes that all citizens have had different opportunities and experiences, and allocates the exact resources and opportunities needed to reach an equal outcome.</p> <p><b>Equality</b> - assumes that all citizens have the same opportunities and experiences, so resources in a given society are distributed evenly.</p> <p><b>Freedom</b> - the power or right to act, speak, or think as one wants without hindrance or restraint.</p> <p><b>Human rights</b> - a right that is believed to belong justifiably to every person.</p> <p><b>Justice</b> - people should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.</p> <p><b>Domination</b> - the exercise of control or influence over someone or something, or the state of being so controlled.</p> <p><b>Japanese internment</b> - the forced relocation by the U.S. government of thousands of Japanese Americans to detention camps during World War II.</p> <p><b>Citizenship</b> - status of being a member of a nation, one who owes allegiance to the government and is entitled to its protection and to political rights.</p> <p><b>Naturalization</b> - the admittance of a foreigner to the citizenship of a country.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.18. Investigate relationships among governments, civil societies, and economic markets.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Economic Systems               <ul style="list-style-type: none"> <li>○ Traditional, command, market, mixed with examples of each</li> <li>○ Advantages, disadvantages, comparisons, and interactions between systems</li> </ul> </li> <li>● Economics markets               <ul style="list-style-type: none"> <li>○ Market structures                   <ul style="list-style-type: none"> <li>■ Monopoly, Oligopoly</li> </ul> </li> <li>○ Role of competition, market failures, government</li> </ul> </li> <li>● Monetary Policies               <ul style="list-style-type: none"> <li>○ Money regulation</li> <li>○ Federal Reserve</li> </ul> </li> <li>● Fiscal Policy               <ul style="list-style-type: none"> <li>○ Congress's role in approving budgets</li> <li>○ Taxes, bonds, business cycles, recession, stimulus, inflationary gaps, federal budget</li> </ul> </li> <li>● Economic Theories               <ul style="list-style-type: none"> <li>○ Keynesian Economics</li> <li>○ Supply Side Economics</li> </ul> </li> <li>● Globalization               <ul style="list-style-type: none"> <li>○ Free trade agreements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How do the political institutions of the U.S. interact with its economic structure?</li> <li>● How have various economic traditions (free market philosophies, Keynesianism, trade protectionism, public investment) shaped our political, social, and economic development?</li> <li>● What other economic and governmental systems exist in the world?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p>7.30. Explain early trade networks and their impact on cultural groups.</p> <p>8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.40. Analyze the private and public industries that have impacted New Mexico's economy.</p> <p>9-12.Econ.20. Compare the advantages and disadvantages of major economic systems found around the world.</p>	

# New Mexico Instructional Scope

## Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"><li>● Explain how fiscal and monetary policies are used to influence the economy at different levels.</li><li>● Based on research, evaluate how tax dollars are used to provide for the common defense and promote the general welfare of society.</li><li>● Investigate the history of the U.S. federal budget to determine the best way for the United States to participate in borrowing and spending in the future.</li><li>● Using evidence learned through research to debate the advantages and disadvantages of different types of economic systems found across the globe.</li></ul>	<p><b>Civil societies</b> - organizations that are not associated with government—including schools and universities, advocacy groups, professional associations, churches, and cultural institutions.</p> <p><b>Economic markets</b> - a means by which the exchange of goods and services takes place as a result of buyers and sellers being in contact with one another, either directly or through mediating agents or institutions.</p> <p><b>Globalization</b> - the process by which businesses or other organizations develop international influence or start operating on an international scale.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Government Structures               <ul style="list-style-type: none"> <li>○ Unitary, Federal, Confederation</li> </ul> </li> <li>● Types of government               <ul style="list-style-type: none"> <li>○ Autocracy, Oligarchy, Theocracy, Monarchy, Direct democracy, Representative democracy</li> </ul> </li> <li>● Economic Systems               <ul style="list-style-type: none"> <li>○ Capitalism, Socialism, Communism</li> </ul> </li> <li>● Compare law and order between nations</li> <li>● Pros and cons of different systems               <ul style="list-style-type: none"> <li>○ Liberty vs. Security</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How does the U.S. government compare to parliamentary democracies, constitutional monarchies, and/or autocracies?</li> <li>● What is the impact of different systems of government on the citizens of other countries?</li> <li>● How do government types represent what people value?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>7.38 - Compare and Contrast historical government systems to the US federal system.</p>	<p><i>High School Connections</i></p> <p>9 - 12 NMH.24 - Compare and contrast the similarities and differences between the three branches of the federal and state government.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Distinguish the characteristics of historical and current types of government found around the world.</li> <li>● Explain the three structures of government and classify different types of government into each structure.</li> <li>● Explain how government structures can evolve overtime based on the needs and values of the people.</li> <li>● Participate in civil discourse to determine when one government type might be beneficial over another based on a variety of scenarios presented.</li> <li>● Explain how government structures and economic systems are interconnected.</li> </ul>	<p><b>Federalism</b> - the sharing of power between the national governments and the states.</p> <p><b>Unitary</b> - a system where the central government has all the power over sub-national governments.</p> <p><b>Confederate</b> - a system where the sub-national governments have most of the power.</p> <p><b>Democracy</b> - a system of government in which political authority is held by the people.</p> <p><b>Republic</b> - a sovereign state in which all segments of society are in franchise and in which the state power is constitutionally limited. A republic operates through a representative assembly chosen by the citizenry.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.20. Use data and evidence from multiple perspectives related to federal policy toward Indigenous groups to develop an understanding of Indigenous and United States relations over time.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Historical policy periods that have impacted Indigenous cultures               <ul style="list-style-type: none"> <li>○ Colonization Period, since 1492</li> <li>○ Treaty Period, 1789–1871</li> <li>○ Removal Period, 1834–1871</li> <li>○ Allotment/Assimilation Period, 1887–1934</li> <li>○ Tribal Reorganization, 1934–1958</li> <li>○ Termination, 1953–1988</li> <li>○ Self-Determination, 1975–present</li> </ul> </li> <li>● Treaty agreements - both kept and broken               <ul style="list-style-type: none"> <li>○ Indian Appropriations Act 1851</li> <li>○ Navajo Treaty of 1868</li> <li>○ Indian Self-Determination and Education Assistance Act 1975</li> </ul> </li> <li>● Census records- When and how were Native Americans counted</li> <li>● Key Legislation:               <ul style="list-style-type: none"> <li>○ Dawes Act</li> <li>○ Indian Citizenship Act of 1924</li> <li>○ Indian Reorganization Act of 1934</li> </ul> </li> <li>● Landmark Court Cases               <ul style="list-style-type: none"> <li>○ <i>Worcester v. Georgia</i></li> <li>○ <i>Elk v. Wilkins</i></li> </ul> </li> <li>● Current agreements between the U.S. Government and Native American communities</li> </ul>	<ul style="list-style-type: none"> <li>● How have U.S. policies and laws from the constitution to assimilation impacted Indigenous sovereignty overtime?</li> <li>● How have court decisions impacted Indigenous sovereignty over time in the U.S. and around the world?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>7.20. Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.23. Contextualize the struggles toward statehood by including the Hispanic and Indigenous populations’ resistance to newcomers.</i></p>	

# New Mexico Instructional Scope

## Social Studies Guide

	<p>8.25. Describe the ways Indigenous peoples organize themselves and their societies.</p>	<p>9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.</p>
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Provide evidence to illustrate how treaties, court decisions, and statutes, established a unique relationship between tribal governments, federal, and state governments.</li> <li>● Explain the role of specialized agencies that have been formed to interact with and serve American Indian individuals, groups, and institutions.</li> <li>● Trace how Indigenous groups have acquired U.S. citizenship and civil rights through a variety of means, including certain treaties, and military service.</li> <li>● Evaluate a social policy enacted by the state or federal government in regards to American Indians (at any point in time) to determine its impact on Indigenous groups.</li> </ul>	<p><b>Assimilation</b> - a process by which a person's or group's culture becomes that of another group.</p> <p><b>Indigenous sovereignty</b> - consists of spiritual ways, culture, language, social and legal systems, political structures, and inherent relationships with lands, waters and all upon them. Indigenous sovereignty exists regardless of what the nation-state does or does not do.</p> <p><b>Treaty</b> - a formally concluded and ratified agreement between countries.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● The Constitution and foreign policy               <ul style="list-style-type: none"> <li>○ Presidential and Congressional powers</li> <li>○ checks on each branch</li> <li>○ War Powers Act</li> <li>○ Declaration of War</li> <li>○ Congressional Appropriation of funds</li> <li>○ Executive Foreign Policy Actions</li> </ul> </li> <li>● Government agencies               <ul style="list-style-type: none"> <li>○ Department of State</li> <li>○ Department of Defense</li> <li>○ Central Intelligence Agency</li> <li>○ National Security Council</li> </ul> </li> <li>● Influence of public values and opinion on foreign policy</li> <li>● Foreign policy over time               <ul style="list-style-type: none"> <li>○ Isolationism</li> <li>○ Imperialism</li> <li>○ Cold War Interventionism</li> <li>○ War on Terror</li> <li>○ Human Rights Interventions</li> </ul> </li> <li>● Geopolitics               <ul style="list-style-type: none"> <li>○ US and Chinese influence in Latin America</li> <li>○ Rise of globalization</li> <li>○ Immigration and refugees</li> <li>○ Natural resources</li> <li>○ Developing v. developed country resources and support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How does the United States engage in the creation of foreign policy?</li> <li>● How does the United States interact with countries who have differing systems of government?</li> <li>● To what extent, and in what ways, do geography and socioeconomic factors impact international relations and public policy?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are</p>	<p><i>High School Connections:</i></p> <p>9-12.US.134. Evaluate the effectiveness of the federal government's response to international and</p>

# New Mexico Instructional Scope

## Social Studies Guide

	<i>associated with immigration and migration.</i>	<i>domestic terrorism in the 21st century</i>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Explain how founding principles and constitutional structures have guided foreign relations over time by providing concrete examples from different eras.</li> <li>● Summarize the goals of US foreign policy and the tools that can be used to meet their goals.</li> <li>● Research how the United States engages in foreign policy with countries who have differing government systems, societal values, and economic goals.</li> <li>● Evaluate how the United States engages in foreign relations today compared to a different time in the county's history to determine how policy has changed or stayed the same.</li> </ul>	<p><b>Foreign policy</b> - general objectives that guide the activities and relationships of one state in its interactions with other states.</p>

# New Mexico Instructional Scope Social Studies Guide

 Grade	<b>Anchor Standard:</b> <b>Civics 1. Civic and Political Institutions</b>	
<b>Performance Standard(s)</b>		
<b>HS</b>	<b>9-12.Civ.22. Research multiple sources to think critically about how the United States conducts itself in international relations and how international standards affect U.S. domestic policy.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● International court of justice</li> <li>● Human Rights               <ul style="list-style-type: none"> <li>○ Geneva Convention</li> <li>○ Declaration of Human Rights</li> <li>○ Tension between human rights and national interests</li> <li>○ Education, business, war, indirect conflicts between nations, climate change</li> </ul> </li> <li>● Economic agreements               <ul style="list-style-type: none"> <li>○ Trade deals, Labor rights, Environment protections, International conflicts</li> </ul> </li> <li>● Climate agreements               <ul style="list-style-type: none"> <li>○ Paris Climate Accords, Kyoto Protocol</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What responsibility does the US have to maintain and intervene in human rights globally?</li> <li>● Does the United States live up to international standards within its own borders?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.130. Evaluate the role of the United States in contemporary global issues</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Research international law, conventions, and human rights to determine what standards exist when participating in foreign affairs.</li> <li>● Participate in civil discourse using primary and secondary sources to determine how the use should conduct itself in foreign relations and how well the country follows these standards domestically.</li> </ul>	<p><b>International relations</b> - interactions of states in the global system.</p> <p><b>International standards</b> - Rules, guidelines, processes, that have been developed through the consensus of experts from many countries and are approved by a globally recognized body.</p> <p><b>U.S. domestic policy</b> - the plans and actions taken by a national government to deal with issues and needs present within the country itself.</p>

# New Mexico Instructional Scope Social Studies Guide

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

9-12.Civ.13. Distinguish the powers and responsibilities of local, state, Indigenous, national, and international civic and political institutions.

9-12.Civ.42. 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.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

In this sample task students will investigate how federalism relates to key modern issues

### Sample Task #1

1. Read the following texts:
  - The U.S. Constitution:
  - [Commerce Clause](#), [Supremacy Clause](#), [9th Amendment](#), and [10th Amendment](#)
  - [Venn Diagram of Power division](#)
  - Read U.S. Department of the Interior - Indian Affairs: [The Nature of Federal-Tribal and State-Tribal Relations](#)
2. Research one of the following topics to understand how it is impacted by federalism. You must look at the topic from three different lenses (national, state, and tribal):
  - Cybersecurity
  - Immigration
  - Opioids or Marijuana
  - Autonomous vehicles
3. Make sure you evaluate your sources with a strategy such as RADAR.
  - **Relevance** - How is this information relevant to your assignment?
  - **Authority** - Who is the author? What makes this person or organization an authoritative source?
  - **Date** - When was this information published and is the publication date important to you?
  - **Appearance** - Does the information look professional or academic? Does it have citations and references?
  - **Reason for writing** - Why did the author publish this information?
4. Create a written or multimedia product (e.g., essay, infographic, podcast) that responds to the following prompt using specific claims and relevant evidence from sources while acknowledging competing perspectives. Apply the topic you researched to support your argument.

# New Mexico Instructional Scope Social Studies Guide

**PROMPT:**

Which level of government has the greatest impact on the topic you researched, based on the powers outlined in the Constitution? How does this impact the people of New Mexico with regard to this issue?

(NOTE: You must address at least two levels of government in your response)

Useful additional Resources:

- [New Mexico Constitution](#)
- Navajo Nation [Government Resources](#)

**Exemplar Student Responses**

A strong student response would include the following:

- A clear claim that chooses national, state, or tribal government with up to three reasons why that level of government was chosen.
- At least one direct quote from one of the documents provided above indicating why the level of government chosen has the greatest impact. (Where does the power come from)
- Cited relevant evidence from student research that supports the reasons outlined in the thesis statement.
- Presence of a counterclaim with evidence.
- Citation of sources.

**DOK**

3

**Blooms**

Create

**Cross-Curricular Connections**

*CCSS.ELA-LITERACY.W.11-12.1*

*Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

*CCSS.ELA-LITERACY.W.11-12.8*

*Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.*

**Culturally and Linguistically Responsive Teaching and Learning**

**Who is represented in the text?**

The texts under review are the US Constitution, NM State Constitution, the U.S. Department of the Interior Indian Affairs, and Navajo Nation. They are all US and Indigenous governing bodies. People that live under US federal, NM State, and Navajo Nation authority are represented in the texts provided.

**How are those groups and individuals portrayed?**

The documents presented are government structures and do not represent particular people or groups. Agency of power is outlined at three levels of government represented in the United States. Federal,

# New Mexico Instructional Scope

## Social Studies Guide

state, and tribal sovereignty.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

The documents may provoke questions about power structures in the United States. When addressing one current/relevant issue students must consider the topic and decision making around the topic from different perspectives. Additional questions may arise when students consider how the same issue might be handled in different ways depending on the perspective and level of government. For example students may have questions as to why state and tribal governments might come to different conclusions around the same topic.

**What supports are provided to teachers to identify blind spots?**

Digital resources are provided from the U.S. Department of the Interior: Indian Affairs as well as Navajo Nation to include tribal sovereignty in the discussion about federalism. Teachers can explore both sites and use them as resources to teach about tribal government structures, processes, and policies.

**How is this text culturally/linguistically responsive?**

The texts provided power structures designed at different levels of government. Students belong to multiple identity groups and must consider the governing structures they live under or near. This text allows students to consider issues from a national, local, and Indigenous perspective. Students can see themselves nationally and locally. Additionally, the topic choices were intentionally chosen to consider youth culture. They are relevant issues that include digital components and local issues impacting their community.

**VABB Analysis**

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p><b>Question: What do these documents reveal about the challenges facing our local community around technology?</b></p> <p><b>ESR:</b> The documents provided show the complex relationship that exists between different levels of government and problems that were unforeseen by the authors. Students may address the advantages and disadvantages of federalism and consider real world impacts both in New Mexico and in local Indigenous communities. Because students are digital natives, they can connect what they know</p>	<p><b>Question: How do the 9th and 10th Amendments, the NM Constitution, documents provided by the U.S. Department of the Interior: Indian Affairs and The Navajo Nation Government show the importance of local autonomy?</b></p> <p><b>ESR:</b> There is a strong narrative that suggests that the national government has all of the control. That things are done to people and that there is little that anyone can do to stop policies that groups or individuals may not particularly like. The documents above show that there is more local control than one might realize. The autonomy</p>

# New Mexico Instructional Scope

## Social Studies Guide

<p>about the digital landscape and how their community works to address large scale problems.</p>	<p>given to tribal governments and state or local governments allow people to solve issues at the community level. This provides agency at the individual, groups, and community levels.</p>
<p style="text-align: center;"><b>Build</b></p> <p style="text-align: center;"><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p style="text-align: center;"><b>Bridge</b></p> <p style="text-align: center;"><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
<p><b>Question: What challenges do you think New Mexicans and sovereign New Mexican tribes will face in the future as a result of the federalist structure?</b></p> <p><b>ESR:</b> Student responses will vary, but may include the following: Because each region of the United States has a unique climate, New Mexicans may have to take local action to combat climate change based on the specific needs of Indigenous groups and New Mexico’s geography.</p>	<p><b>Question: What actions can you take now to bring attention to the local challenges federalism causes?</b></p> <p><b>ESR:</b> Student responses will vary, but they may mention creating and presenting an awareness campaign, speaking with professionals in the field, asking questions about tomorrow's challenges at local town hall meetings, registering to vote and learning about where candidates stand on the issues, running for office to address the issues.</p>
<b>Suggested Student Discourse</b>	
<b>Question</b>	<b>Method</b>
<b>How democratic is the U.S. system of government?</b>	<p><b>Type: Discussion</b> <b>Strategy: <a href="#">The Snowball Discussion</a></b> Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.</p>
<b>Multi-Layered System of Supports/Suggested Instructional Strategies</b>	
<p><b>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</b></p> <ol style="list-style-type: none"> <li>1.) Identify Vocabulary Words to pre-teach <ul style="list-style-type: none"> <li>● Vocabulary are words that are more likely to appear in text than speech.</li> </ul> </li> </ol>	

# New Mexico Instructional Scope

## Social Studies Guide

- Choose words that are not implicitly or explicitly defined within the text
- 2.) Create Text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

<b>Instructional Supports:</b>	
<b>Vocabulary/ Text Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to Pre-Teach:</b></p> <ul style="list-style-type: none"> <li>● Federalism, sovereignty, commerce, supremacy, cybersecurity, autonomous, clause</li> </ul> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>● How do the supremacy clause and commerce clause create national authority over states and Indigenous communities?</li> <li>● How do the 9th and 10th Amendments create local government autonomy?</li> <li>● What is the relationship between Indigenous groups and federal or state governments?</li> <li>● How does your research show the authority of federal, state, or tribal governments?</li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>● Model how to apply RADAR to a source from the internet.</li> <li>● Read an argument and identify a counterclaim as a whole group.</li> </ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>● Provide sentence stems to help students construct a framework for their argument.</li> <li>● Provide a document guide with targeted questions about the key ideas of each document.</li> <li>● Have students create a Three Column Chart with a small group to distinguish the power structure of each level of government.</li> <li>● Provide three examples of counterclaims, then provide a short argument and have partners work to develop a counterclaim.</li> </ul>

# New Mexico Instructional Scope Social Studies Guide

## High School Civics 2. Processes, Rules, and Laws

Compelling Question	Inquiry Alignment
<p>How has the U.S. Constitution created, protected, and promoted civil and human rights over time?</p>	<p><b>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</b></p>
	<p>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.</p>
	<p><b>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.</b></p>

### Standards at a Glance

High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<p><b>Civics 2. Processes, Rules, and Laws</b></p>	<ul style="list-style-type: none"> <li>9-12 Civ.23. Analyze the U.S. Constitution and its founding principles.</li> <li>9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</li> <li>9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.</li> <li>9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</li> <li>9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.</li> <li>9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.</li> <li>9-12.Civ.29. Explain the unique features and processes of New Mexico's constitution.</li> </ul>
	<ul style="list-style-type: none"> <li>9-12.Civ.30. Evaluate the contributions of New Mexico's diverse populations to its governmental structure and outcomes.</li> <li>9-12.Civ.31. Investigate challenges and opportunities within and between different government entities in New Mexico.</li> </ul>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12 Civ.23. Analyze the U.S. Constitution and its founding principles.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Important processes, procedures, concepts, and clauses and highlight where they are located in the document.               <ul style="list-style-type: none"> <li>○ Amendment, legal rights, how a bill becomes a law, establishing courts, 3 branch interactions, federalism</li> </ul> </li> <li>● Analyze the Preamble, 7 Articles of the Constitution, the Bill of Rights, and Amendments 11-27.</li> <li>● Connect the seven founding principles of popular sovereignty, limited government, separation of powers, federalism, checks and balances, republicanism, and individual rights directly to the text of the Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the founding principles outlined in the Constitution?</li> <li>● What is the structure and purpose of the Constitution?</li> <li>● How do the founding principles in the U.S. Constitution connect to life today?</li> <li>● What processes and procedures are directly addressed in Constitutions?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>8.55. Examine how challenges the government faced because of the Articles of Confederation resolved at the Constitutional Convention.</i></p> <p><i>8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights).</i></p> <p><i>8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments.</i></p> <p><i>9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</i></p>

# New Mexico Instructional Scope Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"><li>● Outline the overall structure and important elements of the US Constitution.</li><li>● Identify 5-7 founding principles contained in the US Constitution.</li><li>● Analyze important processes and procedures outlined in the US Constitution.</li><li>● Explain how the founding principles in the US Constitution align with the needs of a functioning democracy in the 21 century using contemporary examples.</li></ul>	<p><b>Analyze</b> - examine methodically and in detail the constitution or structure of something (especially information), typically for purposes of explanation and interpretation.</p> <p><b>Constitution</b> - a body of fundamental principles or established precedents according to which a state or other organization is acknowledged to be governed.</p> <p><b>Founding principles</b> - A founding principle is a statement of what you stand for.</p> <p><b>Process</b> - a series of actions or steps taken in order to achieve a particular end.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.24. Evaluate procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● How a bill becomes a law</li> <li>● How voters choose elected officials at different levels from school board to the president</li> <li>● The Electoral College</li> <li>● Voting and election processes within states</li> <li>● Campaigns and campaign finance</li> <li>● Congressional procedures and oversight</li> <li>● Cabinet, levels of bureaucracy               <ul style="list-style-type: none"> <li>○ Federal agencies</li> <li>○ Cabinet secretaries</li> <li>○ Confirmation process</li> </ul> </li> <li>● Iron triangles</li> <li>● Regulation</li> <li>● Rules at federal and state levels</li> <li>● Process for treaties, foreign agreements, and foreign policy</li> <li>● Conduct and procedures when meeting with foreign leaders, during international summits, or during times of war</li> <li>● State, county, municipal, and school board procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● What are government procedures and why are they needed?</li> <li>● How can citizens use the structures and procedures of government to obtain what they want and need?</li> <li>● How important is transparency in a representative democracy?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>6.32. Compare and contrast classical forms of government and political structure to our current United States government and political structure.</i></p> <p><i>7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</i></p> <p><i>9-12.US.42. Describe how particular historical events and developments shape human processes and systems in a given place/region over time.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>

# New Mexico Instructional Scope

## Social Studies Guide

- Explain where government procedures come from and why they are needed.
- Describe specific government procedures used at different governing levels and identify the goals of each.
- Debate a current government procedure and its effectiveness in achieving its goal based on a contemporary issue.
- Research one international, national, state, or local government procedure and evaluate its overall effectiveness in achieving its goal.
- Propose a solution to improve a government procedure if it is not meeting the goals of the citizenry.

**Procedure** - an established or official way of doing something.

**Municipal** - relating to a city or town or its governing body.

**Public policy** - the principles, often unwritten, on which social laws are based.

**Campaign finance** - a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change.

**Electoral College** - (in the U.S.) a body of people representing the states of the U.S., who formally cast votes for the election of the president and vice president.

**Foreign/International agreement** - A broad term for legally binding agreements covered by international law between or among countries.

**Treaty** - a formally concluded and ratified agreement between countries.

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard: Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.25. Evaluate sources to determine how people use and challenge local, state, national, and international laws to address a variety of public issues.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Good laws vs weak laws and the importance of clarity in verbage</li> <li>● Address current policy, legislation, court cases either being considered or that have been implemented</li> <li>● Citizen engagement options               <ul style="list-style-type: none"> <li>○ Protest</li> <li>○ Civil disobedience</li> <li>○ Lobbying</li> <li>○ Contacting a lawmaker</li> <li>○ Petitions</li> <li>○ Running for office</li> <li>○ Advocacy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● When should a law be challenged?</li> <li>● How are courts used to challenge or uphold legislation?</li> <li>● Which advocacy movements have been successful and why?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.66. Analyze U.S. policies on expansion into the Southwest, including how they reflected U.S. civic ideals of the time and conflicted with those that resided in New Mexico already and had historically made their home here.</i></p> <p><i>8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.</i></p> <p><i>9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Explain the purpose of laws and analyze the structure and characteristics of laws that are well written or that have withstood the test of time.</li> <li>● Analyze the text of a contemporary or historical law that has faced a challenge to</li> </ul>	<p><b>Evaluate</b> - form an idea of the amount, number, or value of; assess.</p> <p><b>Law</b> - the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.</p>	

# New Mexico Instructional Scope

## Social Studies Guide

	<p>understand the complaint.</p> <ul style="list-style-type: none"><li>• Evaluate the methods citizens used to challenge that law and their result after the pushback. Determine which civic engagement methods are most effective and in which situation.</li><li>• Explain how citizens have used the public policy cycle overtime to improve legislation.</li></ul>	<p><b>Civic engagement</b> - individual and collective actions designed to identify and address issues of public concern.</p> <p><b>Public policy cycle</b> - the different phases of the policy-making process.</p>
--	--	--

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Supreme Court cases exploring consequences of decisions               <ul style="list-style-type: none"> <li>○ <i>Marbury v. Madison</i> - Expanded power of the Supreme Court</li> <li>○ <i>Plessy v. Ferguson</i> - continued oppression of African Americans</li> <li>○ <i>Brown v. Board</i> - desegregation</li> <li>○ <i>Citizens United v. FEC</i> - corporations as individuals</li> </ul> </li> <li>● Specific legislation               <ul style="list-style-type: none"> <li>○ Civil Rights and Voting Rights Acts</li> <li>○ Medicare and Medicaid</li> <li>○ National Defense Education Act</li> <li>○ Tonkin Gulf Resolution Act</li> <li>○ Americans with Disabilities Act</li> <li>○ USA PATRIOT Act</li> <li>○ Affordable Care Act</li> </ul> </li> <li>● Executive Orders               <ul style="list-style-type: none"> <li>○ Emancipation Proclamation</li> <li>○ Manhattan Project</li> <li>○ Japanese Internment</li> <li>○ Creation of FEMA</li> </ul> </li> <li>● Environment, education, economic, Foreign policies, American Indian treaties</li> </ul>	<ul style="list-style-type: none"> <li>● What happens when public policy has unintended outcomes?</li> <li>● Can a policy be both good and bad?</li> <li>● What options do citizens have once a policy has been implemented?</li> <li>● How do we measure policy outcomes?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>8.75. Critique citizens' responses to changing political and social policies during the early 19th century.</i></p> <p><i>8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.22. Examine immigration policy in the United States.</i></p> <p><i>9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.</i></p>	

# New Mexico Instructional Scope

## Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"><li>● Answer a compelling question about public policy by engaging in research and around one policy and communicating findings or taking action to make change.</li><li>● Analyze a policy initiated at any level of government to determine its impact and intended and unintended outcomes.</li><li>● Participate in civil discourse about a contemporary policy to evaluate the consequences (both positive and negative) of its implementations)</li><li>● Conduct research about a current public policy and propose a change that would improve its original outcomes.</li></ul>	<p><b>Public policy</b> - the principles, often unwritten, on which social laws are based.</p> <p><b>Consequences</b> - a result or effect of an action or condition.</p> <p><b>Executive order</b> - a rule or order issued by the president to an executive branch of the government and having the force of law.</p> <p><b>American Indian treaty</b> - from 1774 until about 1832, treaties between individual sovereign American Indian nations and the U.S. were negotiated to establish borders and prescribe conditions of behavior between the parties.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Amending the Constitution</li> <li>● Influence of interest groups and splinter groups</li> <li>● Citizenship and naturalization processes</li> <li>● Expanding rights to additional members of society</li> <li>● Expanding definitions of rights as defined by the Court</li> <li>● Balancing new problems, common good and individual/human rights</li> </ul>	<ul style="list-style-type: none"> <li>● Do the needs of societies change overtime?</li> <li>● Why is there a conflict between the common good and individual or human rights?</li> <li>● How do individual rights and the common good change overtime?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>6.21. Explain how the treatment of people in ancient civilizations shaped group identities and cultures.</p> <p>7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.</p>	<p><i>High School Connections:</i></p> <p>9-12.Econ.37. Evaluate how fiscal and monetary policy choices have economic consequences for different stakeholders in a variety of economic conditions.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Explain the tension between the common good and individual rights over time using specific examples.</li> <li>● Describe how American society has changed overtime and predict what future issues might be that would result in tension between these two concepts.</li> <li>● Analyze how society and government institutions should balance the common good and individual rights according to governing documents.</li> </ul>	<p><b>Common good</b> - the benefit or interests of all.</p> <p><b>Human rights</b> - a right that is believed to belong justifiably to every person.</p> <p><b>Interest groups</b> - a group of people that seeks to influence public policy on the basis of a particular common interest or concern.</p> <p><b>Splinter groups</b> - a small organization, typically a political party, that has broken away from a larger one.</p> <p><b>Citizenship</b> - the position or status of being a citizen of a particular country.</p> <p><b>Naturalization</b> - the admittance of a foreigner to the citizenship of a country.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Judicial Review</li> <li>● Dual court system</li> <li>● Types of courts and case jurisdiction</li> <li>● Justice appointments and life terms</li> <li>● Case discretion at the top</li> <li>● Judicial philosophy</li> <li>● Mock trials with violated rights</li> <li>● Debates</li> <li>● Landmark and famous cases</li> <li>● Groups like the Innocence Project</li> <li>● Order vs rights</li> </ul>	<ul style="list-style-type: none"> <li>● How powerful are the Courts in the United States?</li> <li>● What do the courts do and why do people listen?</li> <li>● How do court decisions impact our society?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating Rules, and Laws systemic oppression.</i></p> <p><i>8.65. Identify policies of this era that define the relationship between federal, state, and tribal governments Rules, and Laws through treaties, court decisions, and land acquisition statutes.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Explain how the US court system works at different levels.</li> <li>● Trace how one right or piece of legislation has been established as precedent and then is clarified, upheld, or changed overtime.</li> <li>● Evaluate the influence the courts have in society by analyzing specific case decisions and their impact overtime.</li> </ul>	<p><b>Judicial review</b> - review by the US Supreme Court of the constitutional validity of a legislative act.</p> <p><b>Dual courts</b> - is a judicial structure employing two independent court systems, one operating at the local level and the other at the national level</p> <p><b>Landmark case</b> - is a court case that is studied because it has historical and legal significance.</p> <p><b>Judicial philosophy</b> - refers to the underlying set of ideas and beliefs of a particular judge or justice which shapes his or her rulings on particular cases. It refers to the ways that judges interpret the law.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.29. Explain the unique features and processes of New Mexico’s constitution.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Unique Indigenous nation and state relationships</li> <li>● Influence of the Treaty of Guadalupe Hidalgo</li> <li>● Special features in the New Mexico Constitution               <ul style="list-style-type: none"> <li>○ Structure, clauses, amendment</li> <li>○ Plural executive</li> <li>○ Court systems</li> <li>○ Referendum process</li> <li>○ Protections around education, language, and religion</li> <li>○ Election process</li> <li>○ Land gants</li> <li>○ Bilingual state</li> <li>○ IronClad Clauses</li> </ul> </li> <li>● Reflection of state culture(s)</li> </ul>	<ul style="list-style-type: none"> <li>● How does the New Mexico Constitution reflect the culture of the people who live in the state?</li> <li>● How are Indigenous, municipal, and county interactions with the state unique?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.24. Compare and contrast the similarities and differences between the three branches of the federal and state governments.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Analyze New Mexico’s Constitution to make comparisons to the US Constitution and other state constitutions.</li> <li>● Explain how the unique features in NM’s Constitution reflect New Mexican culture.</li> <li>● Propose possible amendments that are needed to meet the needs of the 21st century.</li> </ul>	<p><b>NM Constitution</b> - is a unique governance document that reaffirms the cultural diversity of the state and its varied history.</p> <p><b>Iron-clad clauses</b> - is a unique governance document that reaffirms the cultural diversity of the state and its varied history.</p> <p><b>NM plural executive branch</b> - is a group of officers or major officials that functions in making current decisions or in giving routine orders.</p> <p><b>State court system</b> - enforces the laws, rules and regulations of a given state.</p>

# New Mexico Instructional Scope Social Studies Guide

 Grade	Anchor Standard: Civics 2. Processes, Rules, and Laws	
Performance Standard(s)		
HS	<b>9-12.Civ.30. Evaluate the contributions of New Mexico’s diverse populations to its governmental structure and outcomes.</b>	
	Sample Concept/Content	Supporting Questions
	<ul style="list-style-type: none"> <li>● Authors of the NM Constitution</li> <li>● Connections between governing documents over time</li> <li>● Navajo Nation government (Council, Navajo agencies and supreme court.)</li> <li>● The origins of IronClad Clauses from the Treaty of Guadalupe Hidalgo (rights for those of hispanic heritage.)</li> <li>● Key People               <ul style="list-style-type: none"> <li>○ Dennis Chavez</li> <li>○ Miguel Trujillo</li> <li>○ Nina Otero Warren</li> <li>○ Susana Martinez</li> </ul> </li> <li>● Connect culture and identify groups to governing documents</li> </ul>	<ul style="list-style-type: none"> <li>● Who are some important New Mexican and Indigenous leaders that have shaped the state's trajectory?</li> <li>● What elements of governing documents reflect the cultural identities within the state?</li> <li>● Does New Mexico’s Constitution meet the needs of all people that live in the state?</li> <li>● How have government structures met the needs of particular state groups in the past? How do they meet the needs of diverse groups today?</li> </ul>
	Vertical Alignment	
	<p><i>Previous Grades:</i></p> <p>7.55. Describe key figures that have made significant contributions to an individual culture</p>	<p><i>High School Connections:</i></p> <p>9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy</p>
	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
<ul style="list-style-type: none"> <li>● Explain who contributed to New Mexico’s governing documents and how those contributions met the needs of diverse communities.</li> <li>● Evaluate what was included in the NM Constitution and what was left out.</li> <li>● Detail how the original document and structures have been changed overtime to meet the needs of diverse populations.</li> </ul>	<p><b>State trajectory</b> - the direction that the politics and the society are headed.</p> <p><b>Governmental structure</b> - normally consists of legislature, executive, and judiciary.</p> <p><b>Treaty of Guadalupe Hidalgo</b> - signed on February 2, 1848, ended the Mexican-American War in favor of the United States.</p> <p><b>State symbols</b> - Official symbols represent the cultural heritage &amp; natural treasures of each state or the entire USA.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 2. Processes, Rules, and Laws</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.31. Investigate challenges and opportunities within and between different government entities in New Mexico.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Local issues in your community and possible solutions</li> <li>● Powers and responsibilities of local leaders</li> <li>● State and local government interactions and barriers - water rights, tribal land ordinances, etc.</li> <li>● Problems of tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>● How do local and state leaders work together to solve real world problems?</li> <li>● What are the barriers government entities face when trying to solve problems?</li> <li>● What are some issues facing the future that local governments should consider addressing?</li> <li>● How could the government run more efficiently to meet the needs of state residents?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>7.14. Explain the role of the political decision-making process at the tribal, state, and local levels of government.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.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.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Describe how different branches of government within the state of New Mexico work together and where there are barriers or gridlock.</li> <li>● Answer a compelling question about one local contemporary problem. Investigate barriers and solutions. Communicate findings and take action to solve the problem.</li> <li>● Predict one issue that may become a problem in the future and create a plan of how different government entities in New Mexico should solve this problem based on their power and limitations.</li> </ul>	<p><b>Investigate</b> - carry out a systematic or formal inquiry to discover and examine the facts of (an incident, allegation, etc.) so as to establish the truth.</p> <p><b>Government entities</b> - A governmental entity is that which is closely affiliated, generally by government ownership or control, with State and local governments.</p>	

# New Mexico Instructional Scope Social Studies Guide

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

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.

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. 23 Analyze the U.S. Constitution and its founding principles.

9-12.Civ.27. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting civil and human rights.

In this sample task students will analyze the US Constitution and its attempt to create, protect, and promote civil and human rights. They will create a product that champions an existing potential solution to the issue, or they will propose their own alternate solution.

### Sample Task #1

1. Teacher will lead the class through a class discussion using the question: What are your rights as an American Citizen? What are Civil and Human Rights?
2. Students will read the [List of 30 Basic Human Rights from the UN](#) and participate in a Think-Pair-Share Discussion with their neighbor about the list
3. Student Partner Groups will read the [US Constitution \(Bill of Rights\)](#) and compare with the UN Human Rights List
4. Student Partner Groups will discuss the question: What tensions exist between the US Constitution and human/civil right issues today? Student groups will write one or two issues/tensions that they see between the Human Rights list and the US Bill of Rights on a sticky note and post them on the whiteboard.
  - a. Examples: The right to bear arms is in tension with the right to be safe from gun violence, the freedom of religion may create space for discrimination against LGBTQIA individuals, the structure of the Senate or the Electoral College protect minoritarian rule
5. Teacher will select 2-3 tensions from students to discuss as a class
6. Students will pick one of the tensions and research how formal and informal groups in the United States are seeking to address it and identify a solution to this tension within the American governmental system. Students can either champion a solution they researched or propose a new

# New Mexico Instructional Scope

## Social Studies Guide

solution while explaining how/or what path that solution would need to take in the US democratic system. Students will demonstrate their knowledge by presenting their research findings and solution to the class either digitally or physically (ex. Poster, Blog Post, Flowchart, 3-5 minute podcast, etc. ) (ex. “Right to Work” - Students can research the growth of modern-day unions and workers rights)

Sources: [US Constitution](#) and [List of 30 Basic Human Rights Document from UN](#)

### Exemplar Student Responses

Exemplar student responses will demonstrate an understanding of the concept of human/civil rights within the Constitution and evaluate tensions between the two. Students will be able to identify the civil and human rights present and protected in the U.S. Constitution as well as be able to identify areas of growth for the continuation of human rights within the U.S. system of governance.

Good final products will include:

- A description of the problem
- Evidence from the Constitution showing how it addresses this issue
- Evidence from the UN Declaration of Human Rights indicating which fundamental right is being restricted
- A clear explanation of how these two documents are in tension with one another
- A description of a potential solution or compromise to address the issue
- A defense of why this solution is the most reasonable solution to the problem, offering clear evidence that they have examined alternative viewpoints and solutions

DOK	Blooms
3	Analyze

### Cross-Curricular Connections

*CCSS.ELA-LITERACY.RI.11-12.1*

*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.*

*CCSS.ELA-LITERACY.RI.11-12.9*

*Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.*

### Culturally and Linguistically Responsive Teaching and Learning

**Who is represented in the text?**

The texts represent all people groups.

**How are those groups and individuals portrayed?**

The individuals and groups are portrayed in documents as innately equal and deserving of natural and civil

# New Mexico Instructional Scope

## Social Studies Guide

rights.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

These texts allow for the evaluation of access and barriers to human and civil rights for marginalized groups in the United States.

**What supports are provided to teachers to identify blind spots?**

Students will be conducting research on the potential tensions and possible blind spots in the texts. Because this activity is open to personal research and interest, it allows for a wide variety of texts to be introduced.

**How is this text culturally/linguistically responsive?**

The texts refer to the human and civil rights of the citizenry within the United States. This includes all peoples, languages and cultures. The texts have become more culturally inclusive over time.

### VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p><b>Question: What do these documents reveal about your civil and human rights?</b></p> <p><b>ESR:</b> These documents show that human and civil rights have changed over time. For example, when the Constitution was written, women, Indigenous people, and African American people were not even considered citizens, but the amendments and the UN Declaration of Human Rights show how things changed over time to include more groups.</p>	<p><b>Question: How were groups able to change the Constitution to include human rights they were originally denied?</b></p> <p><b>ESR:</b> It happened in lots of different ways. Mostly it came from people protesting and fighting for their rights, like the 19th amendment. But other times, change came from violence, like all of the amendments that were passed after the Civil War.</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
<p><b>Question: How accessible are these documents to various groups within the US?</b></p> <p><b>ESR:</b> I don't think these documents are very accessible to most Americans. The Constitution is long and it's written in old language, so I don't</p>	<p><b>Question: How can you be informed and get involved to address one of the tensions that you care about?</b></p> <p><b>ESR:</b> I can volunteer for an organization that raises awareness for this issue, and when I turn 18 I can</p>

# New Mexico Instructional Scope Social Studies Guide

<p>think most people even know what’s in the Constitution. And for people who don’t speak English or come from this country, it’s even harder to understand.</p>	<p>vote for politicians who have a similar perspective on this issue as I do.</p>
<b>Suggested Student Discourse</b>	
<b>Question</b>	<b>Method</b>
<p><b>What tensions exist between the U.S. Constitution and human/civil right issues today?</b></p>	<p><b>Type: Dialogue</b>            Strategy: <a href="#">Conver’stations'</a>            A small-group dialogue strategy that gives students exposure to more of their peers’ ideas and prevents the stagnation that can happen when a group doesn’t happen to have the right chemistry.</p>
<b>Multi-Layered System of Supports/Suggested Instructional Strategies</b>	
<p><b>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</b></p> <ol style="list-style-type: none"> <li>1.) Identify Vocabulary Words to pre teach           <ul style="list-style-type: none"> <li>● Vocabulary are words that are more likely to appear in text than speech.</li> <li>● Choose words that are <u>not</u> implicitly or explicitly defined within the text</li> </ul> </li> <li>2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</li> </ol>	
<b>Instructional Supports:</b>	
<b>Vocabulary/Text-Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to Pre-Teach:</b></p> <ul style="list-style-type: none"> <li>● Human Rights, Civil Rights</li> </ul> <p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"> <li>● What similarities exist between civil and human rights?</li> <li>● Which human rights are protected in the U.S. Constitution?</li> <li>● Are there human rights not protected in the U.S. Constitution? Infer why these were excluded.</li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>● Provide students with historical background knowledge and vocabulary definitions to be able to comprehend the text.</li> <li>● Provide students a variety of learning opportunities including individual guided research and whole group discussion.</li> </ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"> <li>● Provide sentence stems to help students construct a framework for their research, presentation of findings, and proposed solution.</li> </ul>

# New Mexico Instructional Scope Social Studies Guide

		<ul style="list-style-type: none"><li>● Provide a document guide with targeted questions about the key ideas of each document.</li><li>● Have students create a T- Chart to be able to understand the differences between the two provided documents.</li></ul>
--	--	---

## High School Civics

### 3. Civic Dispositions and Democratic Principles

Compelling Question	Inquiry Alignment
<p><b>What personal values, democratic principles, and civic dispositions can knit together “We, the People” of the United States of America?</b></p>	<p>9-12.Civ.4. Evaluate the credibility of a source by examining how experts value the source.</p> <p>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.</p>

#### Standards at a Glance

High School Civics	
Anchor Standard <i>The student demonstrates an understanding of:</i>	Performance Standard <i>Therefore, the student is able to:</i>
<p><b>Civics 3. Civic Dispositions and Democratic Principles</b></p>	<ul style="list-style-type: none"> <li>9-12.Civ.32. 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.</li> <li>9-12.Civ.33. Analyze civic virtues and principles, governance, 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.</li> <li>9-12.Civ.34. Apply civic dispositions and democratic principles when working with others.</li> <li>9-12.Civ.35. Analyze founding documents and their impact on national unity over time.</li> <li>9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.</li> </ul>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 3. Civic Dispositions and Democratic Principles</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.32. 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.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Civic Virtues               <ul style="list-style-type: none"> <li>○ Integrity, Honesty, Fairness</li> </ul> </li> <li>● Democratic Principles               <ul style="list-style-type: none"> <li>○ Separation of Powers, Checks and Balances, Judicial Review</li> </ul> </li> <li>● Constitutional Rights               <ul style="list-style-type: none"> <li>○ Freedom of speech, religion, and assembly</li> <li>○ Right to free and fair trial by jury of peers</li> </ul> </li> <li>● Human Rights               <ul style="list-style-type: none"> <li>○ UN Declaration of Human Rights</li> </ul> </li> <li>● Identifying personal, community, and national values</li> <li>● Civic Responsibility</li> <li>● Finding links between personal values, political interests, democratic principles and civic rights and responsibilities</li> <li>● Review the experience of people from different backgrounds to find connections and opposing views between similar experiences</li> </ul>	<ul style="list-style-type: none"> <li>● How do my personal values, principles, and commitments relate to the shared values, principles, and commitments that define "We the People of the United States of America"?</li> <li>● What role is played in my own life and in American society by values and virtues such as patriotism, civic duty, toleration, respect, dignity, civil disagreement, civic friendship, courage, justice, initiative, service, and volunteerism?</li> <li>● How do I understand the perspectives of others and build bridges between different points of view?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p>6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy.</p> <p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.39. Compare organizations engaged in civil rights work.</p> <p>9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<p><i>cooperation, obligations, rights, and responsibilities.</i></p>	
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Reflect on their own personal interests and values that connect to others in their communities.</li> <li>● Explain the difference in perspectives and values held by others in my communities with respect and understanding.</li> <li>● Communicate how their personal values and interests relate to shared virtues, principles, responsibilities, and rights that form unity and improve our national and global societies.</li> </ul>	<p><b>Personal values</b> - the things that are important to us, the characteristics and behaviors that motivate us and guide our decisions.</p> <p><b>Civic virtues</b> - Those values or duties include justice, freedom, equality, diversity, authority, privacy, due process, property, participation, truth, patriotism, human rights, rule of law, tolerance, mutual assistance, self restraint and self respect.</p> <p><b>Civic responsibilities</b> - stressed as a socially good behavior to perform. Examples of civic responsibility include voting in elections, signing up for the military, volunteering in the community, participating in government politics, and holding public office.</p> <p><b>Democratic principles</b>- the basic principles, which must exist in order to have a democratic government.</p> <p><b>Constitutional rights</b>- the protections and liberties guaranteed to the people by the U.S. Constitution.</p> <p><b>Human rights</b> - rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 3. Civic Dispositions and Democratic Principles</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.33. Analyze civic virtues and principles, governance, 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.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Civic virtues - character of a good participant in a system of government               <ul style="list-style-type: none"> <li>○ Personal and shared virtues</li> <li>○ Franklin’s 13 virtues /Washington’s Rules of Civility</li> </ul> </li> <li>● Uniting democratic principles: examples of how these principles influence institutions, groups, and communities today, and what it can look like in the future               <ul style="list-style-type: none"> <li>○ respect for the rule of law;</li> <li>○ political attentiveness;</li> <li>○ civic duty and responsibility;</li> <li>○ community involvement;</li> <li>○ commitment to government service;</li> <li>○ political norms of personal efficacy and tolerance</li> <li>○ Civil discourse</li> </ul> </li> <li>● “We the people” and popular sovereignty</li> <li>● How popular sovereignty is different than autocratic government structures</li> <li>● Evolution of “the people” and civic participation overtime</li> <li>● Connect virtues and responsibilities and popular sovereignty to different examples of government structures at different levels</li> </ul>	<ul style="list-style-type: none"> <li>● Why does a representative democracy depend on the idea of “the people”?</li> <li>● Who are “We the People of the United States” and how has the nation’s population changed over time?</li> <li>● What civic dispositions or traits of private and public character are important to the preservation and improvement of American representative democracy?</li> </ul>
	<b>Vertical Alignment</b>	
<i>Previous Grades:</i>  7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.	<i>High School Connections:</i>  9-12.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous Peoples, and distinguish ways in which the different Native American tribes in New Mexico	

# New Mexico Instructional Scope Social Studies Guide

	<p>8.57. Identify and apply the function of the first 10 Amendments (the Bill of Rights)</p>	<p>conduct governmental affairs.</p> <p>9-12.NMH.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.</p>
	<p><b>Students Who Demonstrate Understanding Can...</b></p>	<p><b>Vocabulary for Teacher Development</b></p>
	<ul style="list-style-type: none"> <li>● Trace how the concept of “We the People” has changed overtime.</li> <li>● Explain how people have applied civic virtues and democratic principles to create government structures at different levels based on popular sovereignty.</li> <li>● Distinguish how “of the people, by the people, and for the people” appears in government structures today compared to original implications.</li> </ul>	<p><b>Civic virtues</b> - the personal qualities associated with the effective functioning of the civil and political order or the preservation of its values and principles.</p> <p><b>Governance</b> - the action or manner of governing.</p> <p><b>Representation</b> - the action of speaking or acting on behalf of someone or the state of being so represented.</p> <p><b>Civil discourse</b> - is a conversation in which there is a mutual airing of views without rancor. It is not a contest, but it is intended to promote greater understanding.</p> <p><b>Political attentiveness</b> - are a group of the population with a working knowledge of political events that vote more often than not.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 3. Civic Dispositions and Democratic Principles</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.34. Apply civic dispositions and democratic principles when working with others.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Classroom norms</li> <li>● Identification of important dispositions that apply when working with others such as honesty, mutual respect, cooperation, attentiveness to multiple perspectives</li> <li>● Applying dispositions and principles to group work, communication with community members, in classroom debates, and during project inquiries.</li> </ul>	<ul style="list-style-type: none"> <li>● How do civic dispositions and principles apply when I am working with others?</li> <li>● What does civil discourse look like?</li> <li>● How can I engage and discuss with someone that I do not politically agree with?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities.</p> <p>8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>	<p><i>High School Connections:</i></p> <p>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.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Apply characteristics of civic dispositions and democratic principles when discussing contemporary issues or collaboratively working with classmates, educators, community members, and global visitors.</li> <li>● Explain how the personal application of these concepts allow each student to participate in the shared experience of “We the People.”</li> </ul>	<p><b>Norm</b> - something that is usual, typical, or standard.</p> <p><b>Civic dispositions</b> - assuming the personal, political, and economic responsibilities of a citizen; respecting individual worth and human dignity; participating in civic affairs in an informed, thoughtful, and effective manner; and. promoting the healthy functioning of American constitutional democracy.</p> <p><b>Democratic principles</b> - Cornerstones of democracy including freedom of assembly, association and speech, inclusiveness and equality, and citizenship, among other things.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 3. Civic Dispositions and Democratic Principles</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.35. Analyze founding documents and their impact on national unity over time.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Enlightenment ideals and philosophers               <ul style="list-style-type: none"> <li>○ Locke</li> <li>○ Montesquieu</li> <li>○ Hobbes</li> </ul> </li> <li>● Constitutional Convention debates and issues over ratification               <ul style="list-style-type: none"> <li>○ Representation</li> <li>○ Slavery</li> <li>○ State vs. Federal Power</li> </ul> </li> <li>● Founding Documents:               <ul style="list-style-type: none"> <li>○ Magna Carta</li> <li>○ English Bill of Rights</li> <li>○ Declaration of Independence</li> <li>○ Articles of Confederation</li> <li>○ United States Constitution</li> <li>○ Federalist Papers</li> </ul> </li> <li>● Consider who was included or excluded during document analysis</li> <li>● Unifying principles: Social contract, consent of the governed, popular sovereignty, rule of law, limited government, natural rights</li> </ul>	<ul style="list-style-type: none"> <li>● How do we see the principles and ideas of the founding documents throughout the national, state, and local governments?</li> <li>● How have the founding documents shaped and evolved American democracy over time?</li> <li>● How has the meaning of the foundational documents been used to advance or withhold rights from marginalized groups?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>8.58. Identify parallels in language or intent (construct or content) between Enlightenment philosophies and the ideas expressed in the founding documents of the United States.</i></p> <p><i>8.59. Cite specific examples of precedents established in the Early Republic that impact American lives today</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.26. Define sovereignty and explore how tribal sovereignty has been interpreted over time by Indigenous Peoples, and distinguish ways in which the different Native American tribes in New Mexico conduct governmental affairs.</i></p> <p><i>9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and</i></p>	

# New Mexico Instructional Scope

## Social Studies Guide

		<i>European immigrant men and women.</i>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>Analyze founding documents to determine which principles and ideals have united people in the United States overtime.</li> <li>Cite evidence to illustrate how the concepts in foundational documents have been used to advance or withhold rights from marginalized groups.</li> <li>Connect how the principles and ideals in American founding documents knit together the concept of “We the people.”</li> </ul>	<p><b>Founding documents</b> - is a legal document which defines the terms in which the organization was established.</p> <p><b>National unity</b> - All citizens of a country united co-creating, sharing and working together for the collective good of all people in the country.</p> <p><b>Ideal</b> - existing only in the imagination; desirable or perfect but not likely to become a reality.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 3. Civic Dispositions and Democratic Principles</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Public interest- associated with specific practices and policies</li> <li>● Common good - reserved for debates encompassing more general, long-term, and fundamental aspects of social life</li> <li>● Personal interests vs. common good</li> <li>● Examples over time:             <ul style="list-style-type: none"> <li>○ Free speech during war</li> <li>○ Smoking in public spaces</li> <li>○ Personal income vs taxes</li> <li>○ Wearing seat belts to reduce injury in accidents</li> <li>○ Mask and vaccine mandates during pandemics</li> </ul> </li> <li>● Activism from different cultural groups:             <ul style="list-style-type: none"> <li>○ AIM and Native groups fight for sovereignty</li> <li>○ Civil Rights movement</li> <li>○ Women fighting for equality</li> <li>○ LGBTQ activism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How is the concept of “We the people,” connected to the common good?</li> <li>● How has the tension/balance between personal or group interest and the common good evolved overtime?</li> <li>● How have marginalized groups challenged the meaning of civic responsibility to make it more inclusive as part of the common good?</li> </ul>
	<b>Vertical Alignment</b>	
<p><i>Previous Grades:</i></p> <p><i>7.71. Identify how stereotyping influences social perspectives about members of a group.</i></p> <p><i>8.100. Analyze the development of the women’s suffrage movement over time and its legacy.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.45. Evaluate the importance of preserving historical sites, culture, and New Mexico’s resources.</i></p> <p><i>9-12.US.134. Evaluate the effectiveness of the federal government’s response to international and domestic terrorism in the 21st century.</i></p>	

# New Mexico Instructional Scope

## Social Studies Guide

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	<ul style="list-style-type: none"> <li>● Debate a contemporary issue on the grounds of common good vs individual rights and connect the concepts of democratic and founding principles.</li> <li>● Explain historical examples of the tension between individual rights and common good in American history.</li> <li>● Explain how marginalized groups have used civic dispositions and democratic principles to create a more inclusive version of the common good.</li> <li>● Evaluate the history of individual rights vs. the common good and predict what issues might continue the debate in the future.</li> <li>● Evaluate when one should share values and principles to be a part of, “We the People.”</li> </ul>	<p><b>Personal Interest</b> - interests that can bring, or that may be perceived to bring, directly or indirectly, benefits or disadvantages to the member as an individual, or to others whom the member may want to benefit or disadvantage.</p> <p><b>Individual right</b> - the rights needed by each individual to pursue their lives and goals without interference from other individuals or the government.</p> <p><b>Common good</b> - the benefit or interests of all.</p> <p><b>Civic responsibility</b> - tasks bestowed upon citizens by their government to ensure a balance between protection and allegiance.</p> <p><b>Marginalization</b> - treatment of a person, group, or concept as insignificant or peripheral.</p>

# New Mexico Instructional Scope Social Studies Guide

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

9-12.Civ.33. Analyze civic virtues and principles, governance, 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.36. Evaluate the tensions between personal interests, different cultural groups, and civic responsibilities or the common good over time.

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.

In this task students will explore currently-proposed constitutional amendments to determine how well they align with the needs of “We The People”.

### Sample Task #1

Overall, it is understood that the definition of “We the People” has expanded or become more inclusive overtime. Has the United States met the demands of “We the People,” or is there room to grow?

1. Consider the following democratic principles and virtues.
  - [Principles and Virtues - Bill of Rights Institute](#)
2. Read the following texts which show how the concept of “We the People” has expanded overtime.
  - [Interpretation: Article I, Section 2 | The National Constitution Center](#)
  - [We the People in the United States | Facing History and Ourselves](#)
3. Research one of the following proposed amendments ideas
  - a. End the Electoral College
  - b. Equal Rights Amendment
  - c. Congressional term Limits
  - d. Make DC and Puerto Rico States
4. Develop an argument with researched evidence that answers the following question.
  - Is this amendment necessary to create a government that accurately represents "We the People" in the twenty-first century?
5. Design a 3-minute podcast, a short documentary clip (3-5 minute), educational blog post, or an awareness campaign to educate others based on your argument.

Additional Resources:

- [The Founders and the Vote](#)
- [The Dream Act: An Overview | American Immigration Council](#)
- [Does “We the People” Include Corporations?](#)

# New Mexico Instructional Scope

## Social Studies Guide

### Exemplar Student Responses

A strong student response would include at least two of the following:

- A direct citation from BRI’s Principles and Virtues
  - “Equality: All individuals have the same claim as human beings to natural rights and treatment under the law.”
  - “Justice: Having a political order that protects the rights of all equally and treats everyone equally under the law.”
  - “Consent of the Governed/Popular Sovereignty: The power of government comes from the people.”
  - “Democracy: A form of government in which ultimate authority is based directly on the will of the people”
- Either a direct quote or summary from Constitution Center Interpretation or Facing History We the People that shows the progression and extension of rights to additional identity groups that shows the expansion of the term, “We the People.”
- Evidence-based claim that connects content to the provided texts to the amendment proposal argument.
- Direct quotes from student research about proposed amendments that support student argument.
- Student citation page or information.
- Information can be presented in different formats- short documentary, podcast, or written published blog.

**DOK**

**Blooms**

3

Evaluate

### Cross-Curricular Connections

*CCSS.ELA-LITERACY.RI.11-12.1*

*Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.*

*CCSS.ELA-LITERACY.W.11-12.1*

*Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

### Culturally and Linguistically Responsive Teaching and Learning

#### Who is represented in the text?

The first text represents all people in which the term, “We the People” applies. The next two texts show how the concept of how “We the People” becomes more inclusive with each amendment/court case discussed overtime. The third text provides voices and quotes from people like Hastie and Anthony who were advocates for inclusion.

#### How are those groups and individuals portrayed?

The first document is more specific to government structures values than to particular groups of people. It highlights how rights were expanded through amendments and court cases over time. The third text portrays the speakers as strong advocates identifying and fighting against inequalities.

# New Mexico Instructional Scope

## Social Studies Guide

### Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

The texts may provoke questions about when different identity groups gained rights, why those rights were gained at different times, the power of court decisions, and questions about equality and equity. This may also lead into current event connections or questions about specific communities. This may also lead to questions about dreamers and people living in territories.

### What supports are provided to teachers to identify blind spots?

Texts two and three show changes over time. They indicate how different identity groups achieved additional rights overtime. The activity helps to engage students in a deeper conversation to ask the question, does “We the People,” apply to all? The proposed amendments for research support possible blind spots. Additional resources are also provided to consider groups such as Dreamers and the view of corporations as individuals.

### How is this text culturally/linguistically responsive?

The texts are culturally responsive because they show how the United States has changed overtime. It allows students to connect their own story to democratic values and the history of the United States. Women and African American voices are included in the third text.

### VABB Analysis

Validate	Affirm
<i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i>
<p><b>Question: What do these documents reveal about the definition of “We the People?”</b></p> <p><b>ESR:</b> These documents show that human and civil rights have changed over time. For example, when the Constitution was written, women, Indigenous people, and African American people were not even considered citizens, but the amendments and the UN Declaration of Human Rights show how things changed over time to include more groups.</p>	<p><b>Question: How do these documents show that identity groups actively engaged in the expansion or fight for inclusion into the definition of “We the People?”</b></p> <p><b>ESR:</b> It is important to discuss the active involvement of citizens who fought for equal rights. These were not just given to people. People who were actively engaged participated in protests, wrote policies, sacrificed jobs and other opportunities, and spent years dedicated to creating a more inclusive definition of “We the People.”</p>
Build	Bridge
<i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>

# New Mexico Instructional Scope Social Studies Guide

**Question: What role do various cultural groups play in the broader social context?**

**ESR:** The term “We the People” is ever expanding. It once had a narrow definition that just applied to men that were white and owned property. Many individuals and different cultural groups brought attention to the inequalities this created in not living up to the concept that “All men are created equal.” Through education, activism, and perseverance, the term “We the People” has come to include all those over 18 that are citizens of the United States. Each identity group that meets those conditions now contributes to the unity of “We the People.”

**Question: What actions can you take now to teach someone younger than you about the importance of the concept, “We the People” or the proposed amendment you feel should be included in the Constitution?**

**ESR:** Student responses will vary, but include something like:  
Creating and presenting an awareness bulletin board in an elementary or middle school, speaking with a class, or creating a democracy family day event.

## Suggested Student Discourse

Question	Method
How have the founding documents shaped and evolved American democracy over time?	<b>Type: Deliberation</b> <b>Strategy: <a href="#">Question Formulation Technique</a></b> Students are given a stimulus, which they then respond to using questions only. They hone their questions to make them more thoughtful, which then serves as a starting point for research.

## Multi-Layered System of Supports/Suggested Instructional Strategies

**In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:**

- 1.) Identify Vocabulary Words to pre-teach.
  - Vocabulary are words that are more likely to appear in text than speech.
  - Choose words that are not implicitly or explicitly defined within the text.
- 2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

## Instructional Supports:

Vocabulary/ Text-Based Questioning:	Strategies:
<b>Vocabulary to Pre-Teach:</b> <ul style="list-style-type: none"> <li>● “We the People,” democratic principle, democratic value, virtue, Electoral College, territory, citizen, amendment, term limits</li> </ul>	<b>Universal Supports:</b> <ul style="list-style-type: none"> <li>● Model how to annotate a source.</li> <li>● Have students participate in short discussion on each proposed amendment to help them flesh out the implications of</li> </ul>

# New Mexico Instructional Scope

## Social Studies Guide

### Text-Based Questioning:

- Which democratic principles do you think are the easiest to identify in the United States?
- Why are virtues valued in the United States?
- Explain how the United States has become more inclusive overtime.
- After reading about democratic principles and virtues, and reading about how the US has become more inclusive, define the term, "We the People," in your own words based on the evidence presented.

each one.

- Brainstorm whole group argument ideas that help students identify their approach to answering the question.
- Provide technical support.

### Targeted Supports:

- Provide sentence stems to help students construct a framework for their argument.
- Provide a document guide with targeted questions about the key ideas of each document.
- Use a graphic organizer designed to pull main ideas and supporting evidence out of text that help students focus on the driving question.

## High School Civics

### 4. Roles and Responsibilities of a Civic Life

Compelling Question	Inquiry Alignment
<p><b>How much power do citizens have to create change in a representative democracy?</b></p>	<p style="background-color: #e74c3c; color: white; padding: 5px;"><b>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.</b></p> <p>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.</p>

#### Standards at a Glance

#### High School Civics

**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**

- 9-12.Civ.37. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.
- 9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.
- 9-12.Civ.39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.
- 9-12.Civ.40. Develop strategies for evaluating multiple perspectives about current events and policy issues.
- 9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.
- 9-12.Civ.42. 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.43. Evaluate sources and determine potential bias in the media and how that impacts government decision making.
- 9-12.Civ.44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.
- 9-12.Civ.45. Analyze rights and obligations of citizens of the United States.
- 9-12.Civ.46. Critique leadership strategies through past and present examples of change-makers.
- 9-12.Civ.47. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.
- 9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.
- 9-12.Civ.49. Take informed action to improve your community.

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.37. Participate in civil discourse to promote greater understanding around historical, contemporary, and future opportunities and obstacles.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Discuss current events and make connections to history, government institutions, societal relations ect.</li> <li>● Setting class norms</li> <li>● Parts of an argument (assertion, reasoning, evidence)</li> <li>● Practice, active listening, point-of-view, media literacy, communication habits, respect and understanding of cultural difference</li> </ul>	<ul style="list-style-type: none"> <li>● How should we interact with others when discussing topics that may cause disagreement?</li> <li>● What is civil discourse and what is its purpose?</li> <li>● Why is listening an important part of participating in discussion?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.</i></p> <p><i>8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.</i></p>	<p><i>High School Connections:</i></p> <p><i>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 their purpose.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Participate in civil discussion to better understand differing points of view.</li> <li>● Discuss important issues to learn more about the topics and consider a variety of solutions.</li> <li>● Explain why understanding the challenges of the past, present, and future come with a variety of points of view and possible solutions.</li> </ul>	<p><b>Civil discourse</b> - a conversation in which there is a mutual airing of views without rancor. It is not a contest, but it is intended to promote greater understanding.</p> <p><b>Argument</b> - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.</p> <p><b>Media literacy</b> - the ability to access, analyze, evaluate and create media in a variety of forms.</p> <p><b>Cultural difference</b> - involves the integrated and maintained system of socially acquired values, beliefs, and rules of conduct which impact the range of accepted behaviors distinguishable from one societal group to another.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Current events and their connections to the past</li> <li>● Goals and motivations of specific people or groups when trying to solve contemporary problems</li> <li>● Example issues:             <ul style="list-style-type: none"> <li>○ Civil rights</li> <li>○ Foreign policy</li> <li>○ Military spending</li> <li>○ Education reform</li> <li>○ NASA initiatives</li> <li>○ Tax policies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How are government policies or issues viewed by different individuals, groups, or institutions?</li> <li>● How are opposing views about issues managed when trying to solve problems?</li> <li>● How have views about particular issues changed or stayed the same overtime?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.</i></p> <p><i>8.72. Analyze the motivations of various groups and their impacts on western expansion and the settlement of the United States.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Econ.16. Evaluate how economic principles influence choices and can produce varied outcomes for different individuals or groups.</i></p> <p><i>9-12.Econ.40. 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.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Describe why the motivations of individuals, groups, or institutions may vary.</li> <li>● Explain how different motivating factors around the same issue can influence how the problem is viewed and addressed.</li> <li>● Using data and evidence, trace how one particular group has influenced a policy issue overtime and identify opposing views the group encountered along the way.</li> </ul>	<p><b>Current events</b> - important events that are happening in the world.</p> <p><b>Contemporary problems</b> - refers to an unresolved issue that is currently affecting people and places.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.39. Evaluate how fundamental U.S. principles have been interpreted over time and how they currently shape policy debates.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Shared American principles then and now</li> <li>● Current events and their connections to fundamental principles               <ul style="list-style-type: none"> <li>○ Natural rights, liberty, equality, due process, rule of law, popular sovereignty, separation of powers etc.</li> </ul> </li> <li>● Example Legislation:               <ul style="list-style-type: none"> <li>○ Civil Rights Act, Endangered Species Act, No Child Left Behind, Affordable Care Act, Fair Pay Act, War Powers Act</li> </ul> </li> <li>● Landmark Supreme Court cases about voting rights, marriage equality, and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● What are U.S. founding principles and how have they been defined and applied overtime?</li> <li>● How has the same policy issue evolved and been interpreted overtime?</li> <li>● How have government institutions and public opinion influenced each other overtime to shape public policy?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.15. Describe the relationships of tribal, state, and local governments with the national government under the federal system.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.Econ.32. Critique specific government policies/regulations initiated to improve market outcomes and the consequences, both intended and unintended, experienced by individuals, business, communities, and states.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Create a list of fundamental U.S. principles based on founding documents and a list of issues of policies that are important today.</li> <li>● Provide evidence of which fundamental U.S. principles can be found in specific policies.</li> <li>● Evaluate two policies, one from an early period of time and one contemporary, to assess how the interpretation of principles has stayed the same or changed overtime.</li> </ul>	<p><b>Policy debates</b> - represent the association's position on major legislative issues under consideration by federal and state policy makers now, and provide the foundation for future policy guides.</p> <p><b>American principles</b> - beliefs about what the government can and cannot do and how the people participate in the political process.</p> <p><b>Fundamental principles</b> - principles from which other truths can be derived.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.40. Develop strategies for evaluating multiple perspectives about current events and policy issues.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Historical thinking skills:               <ul style="list-style-type: none"> <li>○ Sourcing, Corroboration, Contextualization, Close reading</li> </ul> </li> <li>● Questions to consider:               <ul style="list-style-type: none"> <li>○ Who is the creator/author/source/publisher of the information? What are the author's credentials or affiliations?</li> <li>○ Is the author's expertise related to the subject? Are they an authority on the topic through education, experience, or expertise in the field?</li> <li>○ Whose voices/viewpoints are not being heard?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How do you know which perspectives are reliable and valuable in current event or policy debates?</li> <li>● What questions should we ask of any source?</li> <li>● How do we determine the difference between fact and opinion in an argument?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>6.19. Identify how differences and similarities between diverse groups impact perspectives.</i></p> <p><i>8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.</i></p>	<p><i>High School Connections:</i></p> <p><i>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.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Distinguish opposing arguments made by various people about current events and policy issues.</li> <li>● Determine the political motives and interests of the perspectives being analyzed in class.</li> <li>● Apply historical thinking skills to any perspective being analyzed.</li> </ul>	<p><b>Bias</b> - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</p> <p><b>Relevance</b> - the quality or state of being closely connected or appropriate.</p> <p><b>Reliability</b> - the quality of being trustworthy or of performing consistently well.</p> <p><b>Accuracy</b> - the quality or state of being correct or precise.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Examples of historic inequities:               <ul style="list-style-type: none"> <li>○ Race, gender, LGBTQIA+ Rights, age, socioeconomic status, ability</li> </ul> </li> <li>● Historic Solutions               <ul style="list-style-type: none"> <li>○ Legislation (Title IX, Civil Rights Act, Americans with Disabilities Act)</li> <li>○ Court Challenge (<i>Brown v. Board</i>, <i>Roe v. Wade</i>, <i>Obergefell v. Hodges</i>)</li> <li>○ Executive Action (DACA, Great Society programs)</li> </ul> </li> <li>● Solutions that don't exist yet</li> </ul>	<ul style="list-style-type: none"> <li>● What is inequality?</li> <li>● What are examples of inequality overtime?</li> <li>● How effectively has the U.S. government addressed inequality overtime?</li> <li>● How can inequality be addressed today or in the future?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grade:</i></p> <p>7.22. 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.</p> <p>8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.</p>	<p><i>High School Connections:</i></p> <p>9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Identify where inequalities have existed in the past and trace the root causes.</li> <li>● Evaluate policies that have addressed historical inequalities by reading the legislation and researching their impacts.</li> <li>● Revise a current policy or propose a new policy to address the inequalities of today and the future.</li> </ul>	<p><b>Historic Inequalities</b> - refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.42. 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.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Media Literacy Strategies               <ul style="list-style-type: none"> <li>○ S.I.F.T</li> <li>○ The 3 Ws (Who's behind the information? What's the evidence? What do others say?)</li> <li>○ RADAR (Rationale, Authority, Date, Accuracy, Relevance)</li> </ul> </li> <li>● Questions to consider               <ul style="list-style-type: none"> <li>○ What role does profit play?</li> <li>○ How can people experience the same media message differently?</li> <li>○ Who is represented? Who is not?</li> </ul> </li> <li>● Fact v. opinion, identifying bad actors and algorithms, asking critical questions about information that we consume.</li> <li>● Filter bubbles, trolls, misinformation, bots (social media) foreign actor interference.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we ensure our sources of information about political or societal questions are accurate and fair?</li> <li>● How can we combat confirmation bias, personalized algorithms, bad actors, and other influences that diminish our ability to think carefully about political issues, find common ground, or to sustain civil disagreement and civic friendship?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.</p>	<p><i>High School Connections:</i></p> <p>9-12.NMH.4. Evaluate the credibility of a source by examining how experts value the source.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Apply effective media literacy strategies to evaluate sources.</li> <li>● Distinguish information, misinformation, and disinformation.</li> <li>● Detail how new technologies are being used by bad actors to interfere with the integrity of reliability of media sources.</li> <li>● Propose solutions to combat disinformation campaigns.</li> </ul>	<p><b>Bias</b> - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</p> <p><b>S.I.F.T.</b> - Stop, Investigate the Source, Find trusted coverage, and Trace the original.</p> <p><b>Political ideology</b> - a systematic body of concepts especially about human life or culture.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.43. Evaluate sources and determine potential bias in the media and how that impacts government decision making.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Media networks               <ul style="list-style-type: none"> <li>○ Goals and purpose</li> <li>○ Broadcast vs narrowcast</li> <li>○ Profits and Advertising</li> </ul> </li> <li>● Modern campaigns use of digital and social media</li> <li>● <i>Citizens United v. Federal Election Commission</i> (2010)</li> <li>● 501 (c)</li> <li>● Super PACs</li> <li>● First amendment protections (Speech and Press)</li> <li>● Media relationship with government institutions</li> <li>● Bias</li> </ul>	<ul style="list-style-type: none"> <li>● What is the role of the media in government/politics?</li> <li>● How can bias and/or point of view be identified in informational sources?</li> <li>● How does media consumption affect a person's worldview?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>6.8. Evaluate the credibility of a source by determining its relevance and intended use.</i></p> <p><i>8.6. Use a coherent system or structure to evaluate the credibility of a source by determining its relevance and intended use</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.</i></p> <p><i>9-12.Econ.4. Evaluate the credibility of a source by examining how experts value the source.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Explain the function of free press in a democratic society.</li> <li>● Use historical thinking skills to ascertain the motivation of media content creators and networks.</li> <li>● Analyze sources to determine bias and/point of view.</li> <li>● Participate in civil discourse about the</li> </ul>	<p><b>Broadcast</b> - A radio or television transmission that is intended for large groups of people.</p> <p><b>Narrowcast</b> - transmit a television program, especially by cable, or otherwise disseminate information, to a comparatively small audience defined by special interest or geographical location.</p> <p><b>Bias</b> - prejudice in favor of or against one thing, person, or group compared with another, usually in</p>	

# New Mexico Instructional Scope

## Social Studies Guide

	<p>relationship between the free press and government institutions.</p>	<p>a way considered to be unfair. <b>Super PACs</b> - a type of independent political action committee which may raise unlimited sums of money from corporations, unions, and individuals but is not permitted to contribute to or coordinate directly with parties or candidates. <b>First Amendment</b> - guarantees freedoms concerning religion, expression, assembly, and the right to petition.</p>
--	---	---

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.44. Evaluate the effects of diverse ideologies and the process of political socialization on oneself and society.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>• The process and factors of political socialization (environmental, situational, values)</li> <li>• Intersectionality</li> <li>• Review of different ideologies: Conservative, liberal, libertarian, independent, environmental, communist, socialist, radical, moderate, etc.</li> <li>• The difference between party and ideology (conservative/liberal and authoritarian/libertarian)</li> <li>• Student self-reflection on these topics</li> </ul>	<ul style="list-style-type: none"> <li>• Where do my own views and political opinions come from?</li> <li>• How are my views different from other people's ideologies and beliefs?</li> <li>• How can I determine my own values as I change over time?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>6.21 Explain how the treatment of people in ancient civilizations shaped group identities and cultures.</i></p> <p><i>7.77 Identify and describe the traditions, rites, and norms of the groups to which the student identifies as belonging and explore how these traditions, rights, and norms may have changed over time.</i></p>	<p><i>High School Connections:</i></p> <p><i>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.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>• Explain the concept of political socialization to better understand differing points of view that make up the American population.</li> <li>• Distinguish the differences between major political ideologies.</li> <li>• Reflect on your own socialization, interests, and ideological beliefs to determine how best to engage in civic life.</li> </ul>	<p><b>Political socialization</b> - the process by which citizens crystalize political identities, values and behavior that remain relatively persistent throughout later life.</p> <p><b>Conservative</b> - a political philosophy that seeks to promote and to preserve traditional social institutions and practices.</p> <p><b>Liberal</b> - willing to respect or accept behavior or opinions different from one's own; open to new</p>	

# New Mexico Instructional Scope

## Social Studies Guide

		<p>ideas.</p> <p><b>Authoritarian</b> - favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom.</p> <p><b>Libertarian</b> - an advocate or supporter of a political philosophy that advocates only minimal state intervention in the free market and the private lives of citizens.</p>
--	--	---

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.45. Analyze rights and obligations of citizens of the United States.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Connections between the common good, civic dispositions, founding principles, self-interest, personal values</li> <li>● Rights: Voting, running for office, protest, participation, petitions, free speech, activism</li> <li>● Obligations: Obeying the law, serving on juries, paying taxes, registering to selective service</li> </ul>	<ul style="list-style-type: none"> <li>● What are the rights, obligations and opportunities of people living in the United States?</li> <li>● How can the United States encourage more participation in civic life?</li> <li>● Why would someone choose not to vote or be engaged?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>6.33. Identify rights and responsibilities of citizens and noncitizens in civic participation within the governmental systems such as monarchy, democracy, republic, and oligarchy</i></p> <p><i>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.NMH.28. Compare and contrast the liberties of people living within a territory versus a state.</i></p> <p><i>9-12.WH.10. Assess options for individual and collective action to address local, regional, and global problems.</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Explain the rights and obligations of those living in the United States.</li> <li>● Reflect on ways to participate in civic life.</li> <li>● Create a plan based on research showing how to get involved in a cause.</li> </ul>	<p><b>Obligation</b> - an act or course of action to which a person is morally or legally bound.</p> <p><b>Civic dispositions</b> - assuming the personal, political, and economic responsibilities of a citizen; respecting individual worth and human dignity; participating in civic affairs in an informed, thoughtful, and effective manner; and. promoting the healthy functioning of American constitutional democracy.</p> <p><b>Selective Service</b> - service in the armed forces under conscription.</p> <p><b>Activism</b> - the policy or action of using vigorous campaigning to bring about political or social change.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.46. Critique leadership strategies through past and present examples of change-makers.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Presidents               <ul style="list-style-type: none"> <li>○ Abraham Lincoln</li> <li>○ Franklin Roosevelt</li> <li>○ Lyndon Johnson</li> </ul> </li> <li>● Civil Rights Activists               <ul style="list-style-type: none"> <li>○ Martin Luther King, Jr.</li> <li>○ Malcolm X</li> <li>○ Cesar Chavez</li> <li>○ Harvey Milk</li> <li>○ Susan B. Anthony</li> <li>○ Alice Paul</li> </ul> </li> <li>● Local Activists, Community Leaders               <ul style="list-style-type: none"> <li>○ Will vary by district</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What influence can a good leader have on a community?</li> <li>● How can we assess and challenge leaders when we see the need for change?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p><i>7.55. Describe key figures that have made significant contributions to an individual culture.</i></p> <p><i>8.56. Evaluate how individuals and groups addressed specific problems at various levels to form a new republic.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.</i></p> <p><i>9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority</i></p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Analyze the leadership styles of change-makers from the past and present to determine what made them effective.</li> <li>● Evaluate which leadership styles were the most effective to generate change.</li> <li>● Participate in civil discourse to assess which leadership characteristics all effective leaders have possessed in the past.</li> </ul>	<p><b>Change-makers</b> - someone who is taking creative action to solve a social problem.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.47. Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Citizen Engagement Actions               <ul style="list-style-type: none"> <li>○ Forming a club</li> <li>○ Peaceful protesting</li> <li>○ Civil disobedience</li> <li>○ Public testimony</li> <li>○ Boycotts</li> <li>○ Providing a forum for debate</li> <li>○ Starting or signing a petition</li> <li>○ Running for office</li> <li>○ Volunteering</li> <li>○ Voting</li> <li>○ Writing letters to policymakers and or the media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How can I participate? What practical opportunities for participation are available to me?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>7.28. Describe the role of citizens in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p> <p>8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.</p>	<p><i>High School Connections:</i></p> <p>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.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
	<ul style="list-style-type: none"> <li>● Research ways that citizens can create change in their community based current government structures.</li> <li>● Develop and communicate a plan that expresses how a person can effect change at different government levels.</li> </ul>	<p><b>Civil disobedience</b> - the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest.</p> <p><b>Public testimony</b> - an appearance at a public meeting of the Board of Supervisors, any sub-committee of the Board, or any County agency or commission.</p>

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>	
<i>Grade</i>	<b>Performance Standard(s)</b>	
<b>HS</b>	<b>9-12.Civ.48. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and international government.</b>	
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>
	<ul style="list-style-type: none"> <li>● Individual action vs. institutional action               <ul style="list-style-type: none"> <li>○ Writing a lawmaker, running for office, voting, volunteering</li> </ul> </li> <li>● Collective Action               <ul style="list-style-type: none"> <li>○ Marches, boycotts, protests and rallies</li> </ul> </li> <li>● Institutional Action               <ul style="list-style-type: none"> <li>○ Lobbying</li> <li>○ Corporate donations</li> </ul> </li> <li>● Effectiveness of action at local, state, tribal national, and international level</li> </ul>	<ul style="list-style-type: none"> <li>● How can citizens and institutions make change?</li> <li>● Are citizen actions always successful?</li> <li>● What happens when the change that occurs has unintended consequences?</li> </ul>
	<b>Vertical Alignment</b>	
	<p><i>Previous Grades:</i></p> <p>6.16. Explain the challenges and opportunities people from the past faced when taking action to address problems.</p> <p>8.26 Describe the role of community members in ensuring the long-term survival of their community, including cooperation, obligations, rights, and responsibilities.</p>	<p><i>High School Connections:</i></p> <p>9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place/region over time.</p> <p>9-12.WH.12. Evaluate methods people use to create, change, expand, or oppose systems of power and authority.</p>
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>
<ul style="list-style-type: none"> <li>● Explain different strategies citizens or groups can employ to initiate change or solve social and political problems at different levels or government.</li> <li>● Participate in civil discourse to determine which strategies work best for specific outcomes and in which particular branches/levels of government.</li> <li>● Evaluate one contemporary or historical issue by researching how change was made, what institution was impacted, and how effective an individual or group was at changing a policy.</li> </ul>	<p><b>Citizen engagement actions</b> - individual and collective actions designed to identify and address issues of public concern.</p>	

# New Mexico Instructional Scope Social Studies Guide

	<b>Anchor Standard:</b> <b>Civics 4. Roles and Responsibilities of a Civic Life</b>		
<i>Grade</i>	<b>Performance Standard(s)</b>		
<b>HS</b>	<b>9-12.Civ.49. Take informed action to improve your community.</b>		
	<b>Sample Concept/Content</b>	<b>Supporting Questions</b>	
	<ul style="list-style-type: none"> <li>● Connect with your city council, school board, business community to learn about problems or opportunities for community improvement</li> <li>● Local issues:               <ul style="list-style-type: none"> <li>○ School policies</li> <li>○ Parks/green spaces</li> <li>○ Handicap accessibility</li> <li>○ Homeless policy</li> <li>○ Historic preservation</li> <li>○ Zoning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What are some issues or opportunities in your local area?</li> <li>● How do you contribute to your community?</li> <li>● How can you work with others to improve your community?</li> </ul>	
	<b>Vertical Alignment</b>		
	<p><i>Previous Grades:</i></p> <p><i>7.13. Engage in positive civic behaviors to make decisions and take action in classrooms, schools, and communities</i></p> <p><i>8.23. Synthesize historical and local knowledge to take age-appropriate action toward mending, healing, and transforming the future.</i></p>	<p><i>High School Connections:</i></p> <p><i>9-12.ECl.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.</i></p>	
	<b>Students Who Demonstrate Understanding Can...</b>	<b>Vocabulary for Teacher Development</b>	
	<ul style="list-style-type: none"> <li>● Collaborate with others to solve a local problem or find opportunities to connect the present to future needs.</li> <li>● Research an issue impacting the local community using reliable information to generate possible solutions.</li> <li>● Communicate your findings and take steps to put your solution into action by connecting with decision makers in your region.</li> </ul>	<p><b>City council</b> - the legislative body of a city.</p> <p><b>Community</b> - a group of people living in the same place or having a particular characteristic in common</p>	

## ASSESSMENT AND SAMPLE TASK GUIDE

*The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.*

9 -12.Civ.49. Take informed action to improve your community.

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.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.

In this sample task students will research an issue that impacts their community, and they will research ways that they can take action to address the problem.

### Sample Task #4

**Compelling question: How can I work with a group to solve/address an issue in my local community?**

**Goal: Students will define, research, and propose solutions to a major issue facing their school or local community. They will then create a presentation for public officials or take action to implement their proposed solution to interested parties.**

1. Conduct individual research about your school, neighborhood, or local community to answer the question: What is a problem I am interested in solving or where do I see an opportunity to prepare my community for the future?
  - a. Resources for research can include but are not limited to:
    - i. School newspaper, blog, or broadcast, local newspapers and television broadcasts, community watch pages, interviews of students, teachers, administrators, parents, community members, neighbors.
2. Share information learned with your class to pinpoint topics that can be addressed as a small group.
3. Consider the problems and opportunities (based on initial research) listed and pick the one that sparks your interest. Work with a group of 2-5 to work on a possible solution.
  - a. As a group, define the overall problem/opportunity you will work to solve.
  - b. Conduct research using reliable sources on the chosen issue to:
    - i. Building background (what you need to know).
    - ii. Learn what has already been done to address the problem in other places (regional, national, or globally).
    - iii. Review already proposed solutions not yet implemented.
4. Deliberate with your group to determine 3-5 possible solutions that you think would be best for your school, neighborhood, or community. Rank your solutions from most effective to least effective.

# New Mexico Instructional Scope

## Social Studies Guide

5. Create a presentation to share your problem, research, and top proposed solution.
  6. Share your presentation with a party of interest: school administrator, school board, homeowners associates, or city council.
- OR
7. Take action to implement one of the group's proposed solutions. (Note: Students can also design an App, start a program, meet with business leaders, set up an awareness booth at a local event, or build a website, etc.)

### Exemplar Student Responses

Topics for presentations will vary depending on the community and the students, but below is an outline of a sample project on homelessness.

**Example:**

**Students define the problem as: Too many people under the age of 18 are experiencing homelessness in New Mexico.**

1. Resources used to conduct research:
  - Building background
    - i. [NM Homelessness Statistics](#)
    - ii. [Students experiencing homeless in NM](#)
    - iii. [Problems faced by homeless kids](#)
  - What is already being done
    - i. [New Mexico Coalition to End Homelessness](#)
    - ii. [Ending Youth Homelessness](#)
  - [Promising ideas](#)
2. Top chosen solution
  - Identifying, Sheltering, and Stabilizing
3. Presentation:
  - Design and present a 3-5 minute powerpoint presentation for a school board or city council meeting to propose the solution and start a conversation with local officials.

DOK	Blooms
4	Design

### Cross-Curricular Connections

[CCSS.ELA-LITERACY.W.11-12.7](#)

*Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

[CCSS.ELA-LITERACY.SL11.12.7](#)

*Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of*

# New Mexico Instructional Scope

## Social Studies Guide

*formal and informal tasks.*

### Culturally and Linguistically Responsive Teaching and Learning

**Who is represented in the text?**

Students are gathering evidence based on a topic they are interested in pursuing. Those represented in the text should include those impacted by the topic students chose.

**What supports are provided to teachers to identify blind spots?**

Teachers will spend time coaching around gathering credible sources and encouraging students to consider multiple perspectives to solve the problem.

**How is this text culturally/linguistically responsive?**

No specific text is provided. This is student centered and student driven. Because students are finding the resources, they should match student interests and concerns around the topic being researched.

**How are those groups and individuals portrayed?**

Teachers are encouraged to have students consider this question while evaluating their sources.

**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

This activity asks students to think critically about their community. They are encouraged to consider the perspectives of residents that live near or around them.

**How is this text culturally/linguistically responsive?**

No specific text is provided. This is student centered and student driven. Because students are finding the resources, they should match their interests and concerns around the topic being researched.

### VABB Analysis

<p><b>Validate</b></p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><b>Affirm</b></p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.</i></p>
<p><b>Question: What do these resources reveal about the challenges facing our local community?</b></p> <p><b>ESR:</b> These resources provided show the complex relationship that exists between different levels of government addressing local issues. Students may address the real world impacts of the issue researched.</p>	<p><b>Question: Which groups are most directly impacted by the issues you researched?</b></p> <p><b>ESR:</b> Answers may vary, but should include information about their community based on data and factual information learned during the research period.</p>
<p><b>Build</b></p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for</i></p>	<p><b>Bridge</b></p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need</i></p>

# New Mexico Instructional Scope Social Studies Guide

<i>success in school and the broader social context.</i>	<i>to have success beyond school culture.</i>
<p><b>Question:</b> What current issues do you think are going to impact younger generations of New Mexicans if they are not addressed now?</p> <p><b>ESR:</b> There are many issues that may impact younger generations if they are not addressed today. Inflation may cause prices to be too high for people to buy basic needs like housing, education, and food. If climate change is not managed, than the younger generation may need to relocate based on natural disasters and need resources. If the cost of college continues to rise, and it is more expensive to get the degree than the career pays, it could lead to a reduction in college enrollment, or the ability for the younger generation to move away from home.</p>	<p><b>Question:</b> What actions can you take now to help draw the attention of state and local leaders to these pressing issues for young New Mexicans?</p> <p><b>ESR:</b> There are many ways I can get involved and draw attention to important issues to help support younger New Mexicans. For example, I can attend town hall meetings and ask questions, address the city council, create an awareness campaign, write an email or call a local official.</p>
<b>Suggested Student Discourse</b>	
<b>Question</b>	<b>Method</b>
<p><b>Is it the media’s responsibility to provide accurate information, or is it the citizen’s responsibility to evaluate source reliability?</b></p>	<p><b>Type:</b> Debate  <b>Strategy:</b> <a href="#">InterTeam Debate</a>  A debate structure that allows all students to participate.</p>
<b>Multi-Layered System of Supports/Suggested Instructional Strategies</b>	
<p><b>In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:</b></p> <ol style="list-style-type: none"> <li>1.) Identify vocabulary words to pre-teach. <ul style="list-style-type: none"> <li>● Vocabulary are words that are more likely to appear in text than speech.</li> <li>● Choose words that are <u>not</u> implicitly or explicitly defined within the text.</li> </ul> </li> <li>2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.</li> </ol>	
<b>Instructional Supports:</b>	
<b>Vocabulary/ Text Based Questioning:</b>	<b>Strategies:</b>
<p><b>Vocabulary to Pre-Teach:</b></p> <ul style="list-style-type: none"> <li>● Community problem, future opportunities, take action</li> </ul>	<p><b>Universal Supports:</b></p> <ul style="list-style-type: none"> <li>● Model through think aloud</li> <li>● Source evaluation graphic organizer</li> <li>● Tap into prior knowledge</li> </ul>

# New Mexico Instructional Scope

## Social Studies Guide

	<p><b>Text-Based Questioning:</b></p> <ul style="list-style-type: none"><li>● What facts help you to better understand the problem?</li><li>● What does the text reveal about the issue you did not know before?</li><li>● How have communities tried to solve this issue in the past?</li><li>● What do implemented solutions show about successes and failures?</li></ul>	<ul style="list-style-type: none"><li>● Give talk time</li></ul> <p><b>Targeted Supports:</b></p> <ul style="list-style-type: none"><li>● Guide to support self directed research</li><li>● Provided a smaller pool of information to review.</li><li>● Small group workshop</li><li>● Provide targeted questions to answer while reading text</li></ul>
--	---	--