

## New Mexico Social Studies Standards Glossary

Word	Definition
Anchor standards	Broader concepts which 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.
Civic institutions	A civic institution is one that is not engaged in governance or business. This includes parks, libraries, and other public buildings or places which facilitate group activities or add to an individual's personal enjoyment.
Citizen	Citizens are members of a community that share rights and responsibilities; the persons having legal standing within a nation.
Compelling questions	Focus on enduring issues and concerns. Compelling questions deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. Compelling questions have no one answer. Example: Was the American Revolution revolutionary?
Contemporary	“At the time”
Culturally and Linguistically Responsive Teaching and Learning	<p>Culturally and Linguistically Responsive Teaching and Learning (CLRTL) is an approach that leverages the strengths students bring to the classroom. CLRTL requires teachers to recognize the cultural and linguistic strengths students bring to the classroom and leverages those strengths as tools throughout the teaching and learning process. CLRTL includes the following competencies: (from <a href="#">New America</a>)</p> <ul style="list-style-type: none"> <li>● Reflect on one’s cultural lens</li> <li>● Recognize and redress bias in the system</li> <li>● Draw on students’ culture to shape curriculum and instruction</li> <li>● Bring real-world issues into the classroom</li> <li>● Model high expectations for all students</li> <li>● Promote respect for student differences</li> <li>● Collaborate with families and the local community</li> <li>● Communicate in linguistically and culturally responsive ways</li> </ul>

Democratic principles	Basic principles which must exist in order to have a democratic government. These include, but are not limited to, civic participation, regular and fair elections, equality, and rule of law.
Deliberative procedures	Process for using group discussion or dialogue to consider the reasons for or against an action or decision.
Democratic procedures	Process for allowing and encouraging participation in the decision-making process by all participants.
Disciplinary concepts/ideas	Moving beyond the simple knowledge of famous people, places, facts, and things. Disciplinary concepts are the big ideas that engage students in critical thinking within a respective field. (Examples: scarcity, authority, change and continuity, power.)
Eastern civilization	Used to refer to most of the cultures of Asian origin, mainly emerging from Chinese and Indian principles/traditions.
Empathy	The ability to understand and share the feelings of another.
Enslaved Person/Enslaver	A shift from the previous use of “Slave/ Master” to emphasize the condition of slavery and the loss of human potential it caused. Constantly repeating the word “person” reminds learners of the human cost of slavery. Enslaver is now used in preference to “Master” as “mastery” has positive connotations connected to experience and effort; “enslaver” is a more accurate word in this situation.
Geographic representations	The multiple modalities of displaying geographic information such as a map, globe, chart, diagram, etc.
Historical thinking	A set of critical literacy skills for evaluating and analyzing primary and secondary source documents to construct a meaningful account of the past.
Identity	The collective set of characteristics, qualities and beliefs by which a person is definitively recognized or known.
Interdependence (Economic)	Being dependent on one another.
Indigenous Peoples	<p>The descendants...of those who inhabited a country or a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.</p> <p>It is preferable to use the group’s preferred name when referring to a specific Indigenous People’s group whenever possible (e.g., “Haudenosaunee” instead of “Iroquois”). The</p>

	<p>convention in these standards is to capitalize both words.</p> <p>People often defined in international or national legislation as having a set of specific rights based on their historical ties to a particular territory, and their cultural or historical distinctiveness from other populations that are often politically dominant</p>
Informed action	Includes a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). Moreover, the manner in which students work to take informed action can differ.
Primary source	A document, first-hand account, or other source that constitutes direct evidence of an object of study.
Secondary source	An analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process.
Settler colonialism	Settler colonialism is a distinct type of colonialism that functions through the replacement of indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty.
Specialization (Economic)	Specialization in economics refers to when a nation or individual focuses resources on producing a limited variety of goods.
Supporting questions	Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance claims of understanding in response. Example: What were the regulations imposed on the colonists under the Townshend Acts?
Scarcity	A key concept of economics. It means that the demand for a good or service is greater than the availability of the good or service.
Western civilization	Often used to refer to most of the cultures of European origin, mainly emerging from Greco-Roman principles/traditions.